

2013

Graduate School of Humanities and Social Sciences 2013-2014 Catalog

Nova Southeastern University

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Nova Southeastern University
Graduate School of Humanities and Social Sciences

20132 – 20143

CATALOG



**GRADUATE SCHOOL OF
HUMANITIES AND SOCIAL SCIENCES
(SHSS)**

20132-20143 CATALOG



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Main Campus Map & Directions

From I-95 or Florida's Turnpike

Exit at I-595, proceed west to University Drive exit. Turn left (south) onto University Drive. Proceed approximately 1 ½ miles to SW 30 Street (Abe Fischler Blvd.), turn left (east). NSU's main campus will be on the right side.

From University Drive

From North of I-595

Take University Drive south 1 ½ miles past I-595 to SW 30 Street (Abe Fischler Blvd.). Turn left (east). NSU's main campus will be on the right side.

From South of Griffin Road

Take University Drive north approximately 2 miles past Griffin Road to SW 30 Street (Abe Fischler Blvd.). Turn right (east). NSU's main campus will be on the right side.

From I-75

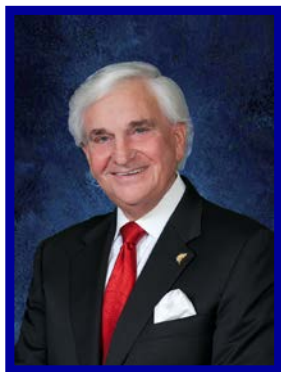
From Miami heading north or west coast/Naples heading east

Merge onto I-595 eastbound (towards Fort Lauderdale). Exit at University Drive exit, turn right (south). Proceed approximately 1 ½ miles on University Drive to SW 30 Street (Abe Fischler Blvd.), turn left (east). NSU's main campus will be on the right side.



Message from the President

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Welcome to Nova Southeastern University and congratulations on becoming a proud Shark!

At NSU, you join more than 28,000 students that make up our dynamic university.

Founded in 1964, NSU's vision, mission, and core values reflect our deep-seated commitment to enhance learning opportunities for you, our students, throughout Florida and the United States, as well as in 23 countries.

We offer a multitude of academic opportunities for you, but also remain committed to giving each of you individualized attention. Our small class sizes and online education options provide tremendous access to our gifted faculty members, and I urge you to tap into the minds of these leaders in their fields.

For the complete college experience, I hope you will also explore our diverse programs, clubs, and organizations available to complement your learning in the classroom.

Please take advantage of these resources and opportunities. Your experience at NSU is what you make of it, and I am confident you will make it a good one.

With your membership to the university community comes many rights and responsibilities. This student handbook outlines these rights and responsibilities, university policies and procedures, and university resources.

Before you know it, you'll be nearing your degree completion, and I look forward to congratulating you and welcoming you into our alumni network of more than 143,000 graduates in all 50 states and around the world.

Enjoy your time at NSU, and go Sharks!

George L. Hanbury II, Ph.D.
President and Chief Executive Officer

Dean's Welcome



Welcome to NSU's School of Humanities and Social Sciences! SHSS has distinguished itself through its academic programs and outreach initiatives over a quarter century. We are passionate about Vision 2020, learner-centeredness, inclusive excellence, and reflective practice.

As a proud academic unit at the majority-minority university, SHSS is committed to furthering collaborative opportunities for cross-disciplinary learning, research, and practice in the new academic year when NSU is entering into a major milestone of celebrating its 50th

Anniversary (1964-2014). Over the recent years NSU has been recognized for "high research activity" by the Carnegie Foundation for the Advancement of Teaching, and is one of the 37 universities in the country also awarded with Carnegie's Community Engagement Classification.

Understanding and betterment of human interrelations are a central theme of our multidisciplinary, multi-professional, and multicultural endeavors at SHSS. Our vigorous curricula have deep interdisciplinary roots. Our cutting-edge programs employ a variety of innovative technologies. In the course of addressing emergent challenges and complex social issues as an inclusive learning community, we are building up a creative bridge over theory, research, and practice drawn from different social sciences, humanities, arts, and helping professions. The SHSS successes are a tribute to our faculty, students, alumni, staff, and town-gown partners in Florida and elsewhere. We are looking forward to working with you closely on campus, online, and in the communities.

Good luck with your intellectual life and career pathway!

Welcome to the School of Humanities and Social Sciences at Nova Southeastern University! We are excited to be celebrating our 25th year anniversary.

SHSS has distinguished itself nationally and internationally through its academic programs and community engagement initiatives. We are committed to NSU's Vision 2020, learner-centeredness, inclusive excellence, and reflective practice.

It is exciting that we have come together with colleagues, students, and alumni from the Center for Psychological Studies (CPS), the Mailman Segal Center for

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Human Development (MSC), and the Institute for the Study of Human Service, Health and Justice (HSIJ). By partnering with HSIJ, CPS, MSC, and other sister units, there will be more collaborative opportunities for cross-disciplinary learning, research and practice. Understanding and betterment of human social relations is a central theme of our multidisciplinary, multi-professional, and multicultural endeavors. Our vigorous curricula have deep interdisciplinary roots. Our cutting-edge programs employ a variety of innovative technologies. In the course of addressing human challenges and social issues as an inclusive learning community, we are building up a creative bridge between theory, research, and practice drawn from different social sciences, humanities, and helping professions. We are looking forward to working with you closely on campus, online, and in the communities.

Good luck with your graduate studies and promising careers!

Honggang Yang, Ph.D.
Dean and Professor

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Library, Research, and Information Technology Center

Main Campus
3100 Ray Ferrero Jr. Blvd.
Ft. Lauderdale, Florida 33314-7796
(954) 262-4600

<http://www.nova.edu/library/main/>

CONTACT INFORMATION

From outside Broward County, dial 800-541-6682 and use the last five digits of the phone number when on the Main Campus of the University.

Interlibrary Loan Department

Email: ill@nsu.nova.edu
Telephone: 954-262-4619
Fax: 954-262-3944

Document Delivery

Email: library@nsu.nova.edu
Telephone: 954-262-4602
Fax: 954-262-3947 or 888-DLS-DOCS

Circulation Desk

Telephone: 954-262-4601

Reference Desk

Email: refdesk@nsu.nova.edu
Telephone: 954-262-4613

Public Library & Youth Services Desk

Telephone: 954-262-5477 or 5478

Connections Cafe

Telephone: 954-262-5500

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NSU VISION 2020 STATEMENT

By 2020, through excellence and innovations in teaching, research, service and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public, as a premier private not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

NSU MISSION STATEMENT

The Mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

NSU CORE VALUES

Academic excellence is the provision of the highest quality educational and learning experience made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff. Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.

Academic Excellence	Opportunity
Student Centered	Scholarship/Research
Integrity	Diversity
Innovation	Community

SHSS MISSION STATEMENT

We, at the Graduate School of Humanities and Social Sciences, apply a holistic, relational perspective to the challenges facing individuals, families, organizations, communities, and nations. With an interdisciplinary sensibility and a commitment to individual and social integrity, we seek collaborative, creative, and equitable means for resolving human problems. Our unique and talented students learn to become reflective scholars and ethical practitioners – professionals with a critical understanding of theory and method, as well as an appreciation of the diversity, responsibility, and privilege inherent in co-creating peaceful change.

NOTICE OF NONDISCRIMINATION

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Rehab Act, ADA, Title IX), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to admissions, enrollment scholarships and loan programs, athletics, employment, and access to and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

ACCREDITATION

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

STUDENT RIGHTS AND RESPONSIBILITIES

All students admitted to NSU programs must be knowledgeable of, and abide by university policies and procedures. Students can access the NSU Student Handbook at: <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

ABOUT SHSS

At the SHSS, we focus on teaching, mentoring, researching, and applying interdisciplinary theories and creative methodologies to improve human living and social relations. We offer the following graduate and postgraduate programs:

Residential Programs

- Ph.D. in Conflict Analysis & Resolution (76 credits)
- Ph.D. in Family Therapy (96 credits)
- D.M.F.T. Doctorate in Marriage and Family Therapy (~~78~~96 credits)
- M.S. in Family Therapy (~~48~~60 credits)
- M.S. in College Student Affairs (45 credits)
- M.S. in Conflict Analysis & Resolution (39 credits)
- M.A. in Cross-disciplinary Studies (33 credits)
- Graduate Certificate in College Student Personnel Administration (24 credits)
- Graduate Certificate in Advanced Conflict Resolution Practice (15 credits)
- Graduate Certificate in Peace Studies (24 credits)
- Graduate Certificate in Family Studies (24 Credits)

Distance Learning Programs

- Ph.D. in Conflict Analysis & Resolution (76 credits)
- M.S. in College Student Affairs (45 credits)
- M.S. in Conflict Analysis & Resolution (39 credits)
- M.A. in Cross-disciplinary Studies (33 credits)
- M.S. in National Security Affairs (33 credits) *some courses may be taken residually
- Graduate Certificate in College Student Personnel Administration (24 credits)
- Graduate Certificate in Advanced Conflict Resolution Practice (15 credits)
- Graduate Certificate in Family Systems Health Care (24 credits)
- Graduate Certificate Program in Qualitative Research (18 credits)

Graduate Minors (12 credits)

- Conflict Resolution Studies
- Family Systems

Dual Degree Programs

- M.S. in Conflict Analysis & Resolution/J.D.
Ph.D. in Conflict Analysis & Resolution/J.D. - The Criminal Justice Institute (CJI) offers an M.S. in Criminal Justice. CJI students can pursue the following concentration tracks offered through SHSS: **Community Solutions and Partnership, or Conflict and Crisis Management.** Please visit <http://www.cji.nova.edu/> for more information.

SHSS 2013-2014 ACADEMIC CALENDAR

SEMESTER/TERM CODE	START OF SEMESTER	END OF SEMESTER	REGISTRATION PERIOD
FALL 2012/201320	Monday, August 20, 2012	Sunday, December 2, 2012	May 7 to August 19, 2012
WINTER 2013/201330	Monday, January 7, 2013	Sunday, April 21, 2013	Oct. 15 to Jan. 6, 2013
SUMMER I 2013/201350	Monday, May 13, 2013	Sunday, July 21, 2013	Mar. 18 to May 12, 2013

FALL 2012 SEMESTER (15 weeks)	
Monday, August 6, 2012	Last Day for Leave of Absence Requests
Monday, August 20, 2012	Fall Semester Begins
Sunday, August 26, 2012	Last day to withdraw at 100% refund
Sunday, September 2, 2012	Last day for 75% refund
Monday, September 3, 2012	Labor Day — University closed
Sunday, September 9, 2012	Last day for 50% refund — no refunds after this date
Friday, September 28 — Tuesday, October 2, 2012	RESIDENTIAL INSTITUTE
Monday, October 8 — Sunday, October 14, 2012	READING WEEK
Sunday, November 11, 2012	Last day to withdraw from classes
Thursday, November 22, 2012	Thanksgiving Day — University closed
Friday, November 23, 2012	Day after Thanksgiving Day — University closed
Monday, November 26 — Sunday, December 2, 2012	CONSULTATION WEEK
Sunday, December 2, 2012	Fall Semester ends

WINTER 2013 SEMESTER (15 weeks)	
Monday, December 17, 2012	Last Day for Leave of Absence Requests
Monday, January 7, 2013	Winter Semester Begins
Sunday, January 13, 2013	Last day to withdraw at 100% refund
Sunday, January 20, 2013	Last day for a 75% refund
Monday, January 21, 2013	Dr. Martin Luther King Jr. Day — University closed
Sunday, January 27, 2013	Last day for 50% refund — no refunds after this date
Friday, February 8 — Tuesday, February 12, 2013	RESIDENTIAL INSTITUTE
Monday, March 4 — Sunday, March 10, 2013	READING WEEK
Sunday, March 31, 2013	Last day to withdraw from classes
Monday, April 15 — Sunday, April 21, 2013	CONSULTATION WEEK
Sunday, April 21, 2013	Winter Semester ends

SUMMER 2013 SEMESTER (10 weeks)	
Monday, April 29, 2013	Last Day for Leave of Absence Requests
Monday, May 13, 2013	Summer Semester Begins
Sunday, May 19, 2013	Last day to withdraw at 100% refund
Sunday, May 26, 2013	Last day for a 75% refund
Monday, May 27, 2013	Memorial Day — University closed
Sunday, June 2, 2013	Last day for a 50% refund
Sunday, June 30, 2013	Last day to withdraw from classes
Thursday, July 4, 2013	Independence day — University closed
Sunday, July 21, 2013	Summer Semester ends

SEMESTER/TERM CODE	START OF SEMESTER	END OF SEMESTER	REGISTRATION PERIOD
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FALL 2014/201520	Monday, August 25, 2014	Sunday, December 7, 2014	May 5 to August 24, 2014	Formatted	...
WINTER 2015/201530	Monday, January 5, 2015	Sunday, April 19, 2015	Oct. 6, 2014 to Jan. 4, 2015	Formatted	...
SUMMER I 2015/201550	Monday, May 11, 2015	Sunday, July 19, 2015	March 23 to May 10, 2015	Formatted	...
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				Formatted	...
FALL 2014 SEMESTER (15 weeks)				Formatted	...
Monday, August 11, 2014		Last Day for Leave of Absence Requests		Formatted	...
Monday, August 25, 2014		Fall Semester Begins		Formatted	...
Sunday, August 31, 2014		Last day to withdraw at 100% refund		Formatted	...
Sunday, September 7, 2014		Last day for 75% refund		Formatted	...
Monday, September 1, 2014		Labor Day – University closed		Formatted	...
Sunday, September 14, 2014		Last day for 50% refund – no refunds after this date		Formatted	...
Friday, September 27– Tuesday, October 1, 2013??		RESIDENTIAL INSTITUTE		Formatted	...
Monday, October 7 – Sunday, October 13, 2013??		READING WEEK		Formatted	...
Sunday, November 16, 2014		Last day to withdraw from classes		Formatted	...
Thursday, November 27, 2014		Thanksgiving Day - University closed		Formatted	...
Friday, November 28, 2014		Day after Thanksgiving Day - University closed		Formatted	...
Monday, December 2 – Sunday, December 8, 2013??		CONSULTATION WEEK		Formatted	...
Sunday, December 7, 2014		Fall Semester ends		Formatted	...
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WINTER 2015 SEMESTER (15 weeks)				Formatted	...
Monday, December 22, 2014		Last Day for Leave of Absence Requests		Formatted	...
Monday, January 5, 2015		Winter Semester Begins		Formatted	...
Sunday, January 11, 2015		Last day to withdraw at 100% refund		Formatted	...
Sunday, January 18, 2015		Last day for a 75% refund		Formatted	...
Monday, January 19, 2015		Dr. Martin Luther King Jr. Day – University closed		Formatted	...
Sunday, January 25, 2015		Last day for 50% refund - no refunds after this date		Formatted	...
Friday, February 7 – Tuesday, February 11, 2014 ??		RESIDENTIAL INSTITUTE		Formatted	...
Monday, March 3 – Sunday, March 9, 2014??		SPRING BREAK		Formatted	...
Sunday, March 29, 2015		Last day to withdraw from classes		Formatted	...
Monday, April 14– Sunday, April 20, 2014??		CONSULTATION WEEK		Formatted	...
Sunday, April 19, 2015		Winter Semester ends		Formatted	...
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				Formatted	...
SUMMER 2015 SEMESTER (10 weeks)				Formatted	...
Monday, April 27, 2015		Last Day for Leave of Absence Requests		Formatted	...
Monday, May 11, 2015		Summer Semester Begins		Formatted	...
Sunday, May 17, 2015		Last day to withdraw at 100% refund		Formatted	...
Sunday, May 24, 2015		Last day for a 75% refund		Formatted	...
Monday, May 25, 2015		Memorial Day – University closed		Formatted	...
Sunday, May 31, 2015		Last day for a 50% refund		Formatted	...
Sunday, June 28, 2015		Last day to withdraw from classes		Formatted	...
Friday, July 4, 2015		Independence day – University closed		Formatted	...
Sunday, July 19, 2015		Summer Semester ends		Formatted	...
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Tuition and Fees

2012 - 2013 Tuition and Fee Schedule

Tuition:

- Doctoral Programs: \$9~~4~~5 per credit
- Master's and Graduate Certificate Programs: \$6~~0~~5~~2~~8 per credit

Fees:

- Registration Fee: \$25 per term
- Student Activity Fee: \$300 per term for students enrolled in 4 or more credits.
\$150 per term for students enrolled in fewer than 4 credits.

Admissions, Enrollment, and Orientation

Instructions for applying to our programs are detailed in our application packet available at http://shss.nova.edu/Downloads/pros_student_downloads.htm. Specific programs admit for fall term only while other programs admit for Fall, Winter, and Summer terms.

Admissions Criteria

Specific degree and program admissions criteria are described below. All SHSS programs require that students have a willingness to be tolerant, nonjudgmental, and open-minded towards different types of people across multiple cultures as well as the ability to show compassion and fairness in challenging situations.

Doctoral Programs

SHSS accepts applications to the doctoral programs from any person who possesses, or is in the process of completing, a master's degree from a regionally accredited university. Doctoral applicants should have a minimum GPA of 3.5 in their master's program. Applicants must possess a master's degree prior to beginning doctoral studies.

Applicants chosen for admission to the Ph.D. program in Conflict Analysis and Resolution demonstrate not only prior academic excellence in their undergraduate and graduate work, but also the ability to think and write analytically, communicate respectfully, as well as eagerness to explore the theory and philosophy of conflict, justice, equity, and nonviolence. Ph.D. applicants should also have some practice, teaching, or training experience; strong written and verbal communication skills; some research or evaluation experience; and a demonstrated commitment to the focused pursuit of a doctoral degree program.

The Department of Family Therapy carefully considers a number of factors when choosing applicants for the Ph.D. and D.M.F.T. programs that include knowledge of systemic theory as it relates to various approaches of family therapy, level of prior clinical experience, evidence of commitment to advanced graduate training in the social sciences, interpersonal style, prior graduate 3.5 GPA, and professional English verbal and writing skills.

Master's and Graduate Certificate Programs

SHSS accepts applications to the Master's and Graduate Certificate programs from any person who possesses, or is in the process of completing a bachelor's degree from a regionally accredited university. Master's and Graduate Certificate applicants should have a minimum GPA of 3.0 in their bachelor's program. Applicants must complete all bachelor's degree requirements before beginning graduate studies.

Criteria for acceptance into the M.S. and Graduate Certificate programs in Conflict Analysis & Resolution include high-level undergraduate academic performance and/or relevant current working experience; a life passion or practical interest in using skills and theories in specific settings after graduation; the ability to think clearly in challenging interactions; tolerant, nonjudgmental attitudes and open-mindedness toward different types of people; and the ability to combine assessment skills with compassion and fairness.

Criteria for acceptance into the M.S. in Family Therapy include a major emphasis on applicants who are familiar with and interested in learning systemic theories and therapies. They also attend to applicants' comfort with cultural and ethnic diversity and their ability to connect with people in crisis. Applicants who demonstrate significant ability to listen to others, engage in conversation, and learn from dialogue will be best prepared for admission. The admissions essay must include specific citations of family therapy literature to provide a rationale for the applicant's decision to pursue a career in marriage and family therapy.

Criteria for acceptance into the M.A. in Cross-disciplinary Studies include a solid undergraduate academic performance, and the desire to engage in a self-designed curriculum in more than one discipline. Applicants should possess an intellectual curiosity and open-mindedness toward different types of people and perspectives.

Criteria for acceptance into the M.S. in National Security Affairs include a solid undergraduate academic performance; relevant current work experience or demonstrated interest in the field; the ability to think clearly in challenging interactions and analyze seemingly disconnected information; and open-mindedness toward different types of people and perspectives.

Criteria for acceptance into the M.S. and Graduate Certificate programs in College Student Affairs include high-level undergraduate academic performance and/or relevant current working experience; a life passion or practical interest in using skills and theories in college and university settings after graduation; the ability to think clearly in challenging interactions; tolerant, nonjudgmental attitudes and open-mindedness toward different types of people; and the ability to combine assessment skills with compassion and fairness.

Non-degree Seeking Students

SHSS accepts applications for non-degree seeking students from any person who possesses a bachelor's degree or is waiting for their degree to be conferred from a regionally accredited university. Non-degree seeking students may take up to three classes (9 credits). These credits may transfer into an SHSS degree program. If a non-degree seeking student wishes to enter a degree program, s/he must formally apply to the program of interest.

Graduate Minors

SHSS accepts applications for Graduate Minors from any NSU graduate student in good academic standing. Students applying for a graduate minor need only to submit a cover letter requesting admission to the graduate minor program. The graduate minor applicants should have a minimum GPA of 3.0 in their major graduate program.

Please visit <http://shss.nova.edu/Downloads/PDF/all/nondegreeapplication.pdf> to download an application.

Orientation

On-campus students receive a one day orientation at the beginning of the fall term. At that time, students meet the faculty, talk with their faculty advisor, attend computer workshops, library training, and participate in various student activities. New student orientation is

intended to provide information, answer questions, and welcome students to the SHSS learning community. There are also online orientation materials available at http://shss.nova.edu/student_orientation/.

ABOUT OUR PROGRAM FORMATS

Residential Programs

All residential programs offered through SHSS are scheduled at times convenient for most working adults. All courses are held Monday through Thursday on NSU's Main Campus.

Classes in Conflict Analysis & Resolution are scheduled in the evening, 6:00 P.M. – 9:00 P.M. Full-time students attend classes three evenings per week; part-time students attend classes two evenings per week. Occasionally, courses can be taken online.

Classes in Family Therapy are scheduled 3:00 P.M. - 6:00 P.M. and 6:00 P.M. – 9:00 P.M. Students can often complete course requirements by attending classes two days per week; additional on and off campus time requirements are a part of clinical practicum experiences.

Classes in the Master of Arts in Cross-disciplinary Studies program vary based on the department in which they are offered. Those required courses are offered residentially generally in the evening from 6:00 P.M.-9:00 P.M. and online. Courses available in the department and from DFT and DCAR are offered at the times mentioned above.

Classes in College Student Affairs are scheduled in the evening, 6:00 P.M. – 9:00 P.M. Full-time students attend classes three evenings per week; part-time students attend classes two evenings per week. All courses are offered residentially and online.

Classes in National Security Affairs are online and some may be offered residentially. Those offered residentially through NSA are scheduled in the evening, 6:00P.M.-9:00 P.M. Those offered through an NSU partner may be offered at different times.

The Main Campus houses a full range of student support services including the Alvin Sherman Library, Research, and Information Technology Center. NSU's computer labs provide students services to write papers, use email, and conduct research via the Internet. For more information, visit the website at <http://microweb.nova.edu/>.

Distance Learning Programs

The SHSS distance learning programs employ an optimal combination of dynamic learning models and flexible interactive media. Students can participate in courses via the Internet from anywhere in the world. Students are provided NSU computer accounts but must obtain their own Internet service providers.

Online DCAR and CSA students are required to attend two Residential Institutes (RIs) per academic year, each five days long. Students in MACS who take online classes in mediation and facilitation are required to attend those sessions at RI. Currently, the RIs are held in the fall and winter, in February and late September or October. The RI helps online students build a learning community. During the RIs, students participate in experiential exercises, role-plays, group simulations, guest speaker presentations, panel discussions, career development seminars, poster presentations, social events, and much more. There is also time allotted for faculty advising and student academic reviews.

Online media and interactive methods are used throughout the instructional sequence, such as Blackboard, distance library services, electronic library, plus a range of online activities that facilitate frequent student to faculty, and student to student interaction. Online activities include real-time and/or asynchronized forums using threaded bulletin boards, chatrooms, email, and electronic classroom sessions. NSU offers extensive distance and electronic library services. For more information, visit the website at <http://www.nova.edu/library/>.

ABOUT OUR INTERDISCIPLINARY FIELDS OF STUDY

Conflict Analysis & Resolution

The Department of Conflict Analysis & Resolution (DCAR) is committed to academic excellence, cultural diversity, social responsibility, and reflective practice in the fields of peacemaking and conflict resolution. We focus on the study, practice, and research of conflict resolution to support improved social relations among individuals, groups, organizations, and nations. The department explores a variety of conflict resolution methods, wherein parties achieve constructive agreements based on the principles of nonviolence, equity, dignity, and appreciation for human diversity. The department serves as an academic catalyst for applied research, theoretical development, and the use of culturally informed techniques in cross-cultural applications of conflict assessment and intervention. We take a learner-centered approach to the study of peacemaking and conflict resolution, and encourage mid-career learners to define and shape their intellectual and practice paths in a creative, rigorous, and structured fashion. The academic environment in the department is multidisciplinary, dynamic, and innovative, utilizing faculty expertise, student experience, learning technologies, and practitioners who are knowledgeable in conflict resolution skills and techniques.

Marriage and Family Therapy

The Department of Family Therapy (DFT) is committed to providing top quality educational training to graduates who possess expertise in the art and science of human relationships. All faculty and staff are committed to creating an environment that allows for positive, respectful, and collaborative relationships with students. Within such an atmosphere, students learn to manage human relationships in a variety of contexts, which include psychotherapy, health care, social service, education, community, and business. The Department is committed to both academic and clinical excellence. Students receive closely supervised clinical experience at our own Family Therapy Clinic and additional "real life" clinical experiences off campus at a variety of community-based internship sites. A major focus of the program is helping students learn to integrate systemically oriented theories with effective approaches to clinical practice. This integration involves the proactive involvement of faculty with students in co-creating an environment of intellectual openness and curiosity. We are proud to have a diverse student body to go along with a broad range of active faculty interests. These mutually renewing intellectual resources create a learning community of constant excitement and innovation.

Multidisciplinary Studies

The Department of Multidisciplinary Studies (DMS) is committed to creating self-reflective, critical thinkers who possess the ability to recognize and understand multiple perspectives and who seek unique and thoughtful ways to address social issues and concerns. DMS strives to meet the needs of students in the current workplace environment by providing opportunities to explore interests and topics across disciplines and professions. The department places an emphasis on critical thinking, analysis, and writing. DMS has a Master of Arts in Cross-disciplinary Studies (MACS), a Master of Science in College Student Affairs (CSA), and a Master of Science in National Security Affairs (NSA). The department also has a Graduate Certificate in College Student Personnel Administration and a Graduate Certificate in Qualitative Research.

Cross-disciplinary Studies

The M.A. in Cross-disciplinary Studies (MACS) is multidisciplinary, experiential, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum and who appreciate the unique self-design of cross-disciplinary studies. MACS provides intellectual advancement and the opportunity to expand and enrich educational horizons in keeping with the liberal studies traditions. The program utilizes a multidisciplinary approach and variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. MACS utilizes experiential learning to provide students with hands-on training where theory and practice are integrated. MACS also strives to provide true interdisciplinary learning where curriculum is purposefully designed with the input of experts from different disciplines.

College Student Affairs

The M.S. in College Student Affairs (CSA) prepares students for many professions related to Student Affairs in college, university, and community settings. CSA focuses on training Student Affairs professionals who take a humanistic, learner-centered approach in their work as change agents within a university and the larger society. The program explores important topics in the field of Student Affairs such as diversity, student development, student leadership, student support systems, student services, conflict management and resolution, judicial affairs, administration, on-campus and campus life, Greek affairs, peer counseling, and crisis intervention, to name a few. Students examine the current trends and historical approaches in higher education, as well as future needs for effective student affairs practices in the 21st century. In addition, students explore social and cultural issues that impact diverse populations and international students.

National Security Affairs

The M.S. in National Security Affairs (NSA) prepares students with theoretical, research, and applied skills in the emerging academic field of national security affairs. Students in this program will build a core understanding of critical issues informing the field of national security today, including the assessment and analysis of the threat of terrorism in the US and beyond and the analysis of intelligence collection. National security affairs is one of the fastest growing professions with positions open in the public sector in the federal, state and local governments and in the private sector. This program is designed for professionals in the field seeking career advancement, those who aspire to enter the field, individuals in related professions, and those retired from the military and government seeking consulting and other positions.

ABOUT OUR DOCTORAL PROGRAMS

Ph.D. in Conflict Analysis & Resolution

Program Description

The Ph.D. program in Conflict Analysis & Resolution trains students in the skills and techniques of practice, interdisciplinary research, policy and program development, historical critique, cultural analysis, and theoretical foundations of the field. The mission of the doctoral program is to advance the study and practice of conflict analysis and resolution by mentoring and developing practitioners trained in theory, practice, research, teaching, and informed leadership in the field. Students pursue an in-depth study in the field of conflict resolution while drawing from a variety of theoretical perspectives and the knowledge of an experienced, interdisciplinary faculty.

The 76-credit-hour degree program is designed to prepare graduate students for careers as advanced practitioners, college and university educators, researchers, theoreticians, consultants, program evaluators, and organization administrators. The Ph.D. program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion. The distance learning Ph.D. program is one of the few offered nationally in the fields of peacemaking and conflict resolution. Students enrolled in the distance learning program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

The Ph.D. program focuses on improving skills for reflective practice, understanding and mastering qualitative and quantitative research knowledge and analysis, developing professional leadership skills, and producing publications of quality and substance.

In addition to core courses, students may pursue concentrations in the following areas:

- Conflict & Crisis Management
- Culture and Ethnic Conflict
- International Peace and Conflict
- Conflict in Organizations, Schools

Program Formats

The PhD program is offered in both residential and distance learning formats. Students may enroll on a full time (9 credits per trimester) or part time (6 credits per semester) basis. Students who attend full-time can expect to complete the program's coursework in 2 ½ years, followed by dissertation. Part-time students will complete the program's coursework in 4 years, followed by dissertation. Courses are offered during 3 terms a year: Fall, Winter, and Summer.

Students taking distance learning classes are required to attend two Residential Institutes (RI) per academic year. Each RI is 5 days. Currently the RIs are held in the fall and winter, in February and late September or October. Please visit <http://shss.nova.edu/RI> for current information. New students may have an additional day at RI for the Graduate Student Seminar.

Faculty Mentors

Each student upon enrollment in the program is assigned a faculty mentor. The mentor acts as a guide to the student in terms of selection of electives and professional planning. The mentor should also be consulted for guidance in the event the student experiences difficulty in the program. After the student has been taking classes in the department, he/she may ask to be assigned to any other DCAR faculty member as a new mentor. This request should be made to the Program Coordinator. The Program Coordinator will attempt to honor the student's request to the extent possible while striving to maintain a consistent ratio between students and mentors.

Student Advising

A student who wishes to seek advising regarding course selection or degree plan should consult with the Program Coordinator or the Practicum Coordinator. In addition to coordinating students' practicum experience, the Practicum Coordinator maintains and updates degree plans.

Degree Plans

Students are required to take courses in 3 core competency areas: conflict resolution theory, conflict resolution practice, and research methods. In the core competency of conflict resolution theory, students are required to take CARD 5000 The Foundations of Conflict Resolution, as well as 3 of the following 4 courses: CARD 7040 Theories of Conflict Resolution I, CARD 7050 Theories of Conflict Resolution II, CARD 6120 Culture and Conflict, and CARD 7250 Public Policy. In the core competency area of conflict resolution practice, students are required to take CARD 5040 Human Factors, as well as 3 of the following 4 courses: CARD 5100 Mediation Theory and Practice, CARD 5140 Negotiation Theory and Practice, CARD 6140 Facilitation Theory and Practice, and CARD 7020 Systems Design. In addition, students are required to take 2 of the following practicum courses: CARD 6130 Practicum I, CARD 6160 Practicum II, CARD 7500 Teaching and Training, and CARD 7510 Teaching and Training Practicum. In the core competency of research methods, students are required to take CARD 7090 Quantitative Research I and CARD 7110 Qualitative Research I, as well as 1 of the following 2 courses: CARD 7100 Quantitative Research II and CARD 7120 Qualitative Research II. In addition, are required to take 8 elective courses.

Courses are offered according to a set schedule (see below). Students are responsible for ensuring that they have fulfilled their individualized degree plans, which will be verified by the department, before they are given the opportunity to take their Qualifying Exam. In their last semester of coursework, students are also required to take CARD 7001 Doctoral Seminar, which provides preparation for taking the Qualifying Exam. Upon successful completion of the Qualifying Exam, students will be registered for 3 dissertation credits per term. After 12 credits are completed, students will be registered for 1 credit of dissertation per term until the student successfully defends the dissertation.

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Degree Plan: 76 credits hours

	Fall (August)	Winter (January)	Summer (May)
Year 1	CARD 5000: Foundations and Development of Conflict Resolution CARD 5040: Human Factors CARD 7110: Qualitative Research I	CARD 5100: Mediation Theory and Practice CARD 7040: Theories of Conflict and Conflict Resolution I CARD 7120: Qualitative Research II Or Elective	CARD 6140: Facilitation Theory and Practice (on-campus program) CARD 7020: Systems Design CARD 7050: Theories of Conflict and Conflict Resolution II Or Elective Preliminary Review
Year 2	CARD 6120: Culture and Conflict CARD 6130: Practicum I CARD 7090: Quantitative Research I Or Elective	CARD 5140: Negotiation Theory and Practice CARD 6160: Practicum II CARD 7100: Quantitative Research II Or Elective	CARD 66__: Elective CARD 66__: Elective CARD 66__: Elective
Year 3	CARD 6140: Facilitation Theory and Practice (online program) CARD 66__: Elective CARD 66__: Elective (on-campus program) CARD 7500: Teaching and Training (or CARD 6130 Practicum I if taking that sequence)	CARD 66__: Elective CARD 7001: Doctoral Seminar (1 credit) CARD 7510: Teaching and Training Practicum (or CARD 6160 Practicum II if taking that sequence)	Qualifying Examination CARD 7901: Dissertation Preparation ** **Upon successful completion of the Dissertation Prep course, students will be registered for 3 dissertation credits per term. After a total of 12 dissertation credits are completed, students will be registered for 1 credit of dissertation per term until the student successfully defends the dissertation. Please see information regarding Dissertation Preparation course.

Program Specifics

Practicum

To complete the Ph.D in Conflict Analysis & Resolution, students must complete a combination of two courses in practicum or teaching and training. Specifically students enroll in one of the following sequences: Practicum I & II; Teaching and Training; and Teaching & Training Practicum; or Teaching and Training, and Practicum I. The purpose of Teaching and Training Practicum is to provide students with the opportunity to be a teaching assistant or gain specialized experience in training. The purpose of Practicum I & II is to provide students with opportunities to enhance their conflict resolution practice skills. Students are encouraged to consult with the Practicum Coordinator and faculty mentor in order to determine which sequence would best fit their career goals.

Students are responsible for documenting their practicum hours, and must have these hours verified and signed by their on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize conflict resolution methodology and theory within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Practicum I and II provide a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Practicum Coordinator will work with students to establish a placement suited to their interests, if possible.

Practicum placements have been established in an array of settings, such as schools, prisons, court systems, parks, human services agencies, community organizations and corporations. Additionally, students are encouraged to explore and initiate a Practicum setting specific to their own individual interests. If a student finds an appropriate site, the Practicum Director will assist the student in calling the site and negotiating for a placement.

Some practicum sites require a background check before the practicum placement can begin. This includes schools and other organizations involving children or other vulnerable individuals, law enforcement agencies, etc. Generally the background check is at the student's expense and should be done as soon as possible before the practicum term.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum Director or Coordinator and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Students are automatically covered by professional liability insurance provided by the University during their Practicum practice. This covers mediation and other specific activities.

Please consult the Practicum Coordinator for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend one or more sessions. Students may also seek individual in-person or telephonic appointments with the Practicum Coordinator for assistance with practicum placements.

Please visit <http://shss.nova.edu/Downloads/car.htm> for the Practicum Handbook and forms.

Examinations and Evaluations

There are two program evaluations that students must pass in the course of their doctoral studies. Each is described in detail below.

I. Preliminary Review

The Preliminary Review takes place after students' second term if full time, or after an accumulation of at least 12-15 credits if part time. In advance of the preliminary review, faculty meets to discuss student progress and evaluate students for continuance in the doctoral program. The materials used for this examination will be the faculty assessments of written course work and grade summary (supplied to the faculty by the staff) and a three- to five-page (double-spaced) self-evaluation submitted by the student at least one week in advance of the preliminary review meeting. This self-evaluation is designed to provide an in-depth accounting of the student's accomplishments and difficulties in the practice and academic areas of the program and a clear indication of plans for the forth-coming academic year. It must be typewritten and free of errors.

The preliminary review meeting is an approximately 30 minute discussion between the student and one or two faculty members. Successes and challenges will be discussed. During these discussions faculty will review grades and any other relevant behavioral or performance based issues related to all students in consultation with the administrative staff. The focus of the preliminary review will require the student to present arguments, class materials, evaluations, papers, and any other relevant material in support of their continuance in the doctoral program. Students should come prepared to discuss what they have learned, how they are applying it in their work, dissertation preparation or relevant practice areas.

Students with a "C" in any class during the first year will remain on preliminary review status, and may be required to take additional classes such as writing or ESL, obtain a tutor, or take other remedial action. They must also work with the faculty to demonstrate evidence of progressive improvement during each successive term. Students with serious academic issues such as academic probation based on grades, poor writing, poor attendance or other serious issues may be academically dismissed from the doctoral program as a result of this preliminary review.

Students who have shown disruptive, hostile, dangerous or other questionable behavior during the first year will be confidentially counseled by their advisor, a department administrator, the Associate Dean of Student Affairs, additional faculty as appropriate, and any other person deemed to be relevant to the discussion. This process may be initiated at any time, as needed. It need not wait until the preliminary review process.

Following the preliminary review meeting, the review committee will make one of the following recommendations to the faculty as a whole:

- a) Pass review, effective immediately.
- b) Pass review, with faculty recommendations for changes.

Please Note: In order to obtain one of these recommendations, all grades must be B or higher, with no grades of incomplete. Courses with a grade C may have to be retaken, pending the recommendation of the committee.

- c) Repeat Preliminary Review, with continued enrollment contingent on the student satisfying one or more specified criteria in the course of a specified amount of time.
- d) Dismissal from doctoral program.

II. Qualifying Exam

The qualifying examination is a written examination given after students have completed all the required course work, and before beginning dissertation hours. Successful completion of the qualifying examination is required to move to advanced standing and begin dissertation research. Doctoral Seminar, a one credit course is offered to help students prepare for the exam. In addition, some students find it helpful to form study groups. Students are encouraged to begin to prepare for the exam well in advance and to seek the guidance of their faculty mentor or proposed dissertation chair.

Qualifying exams are given three times per academic year, in January, June and September. The exam is available on-line and takes place over three weekdays. Students may take the examination on NSU's campus or anywhere else of their choosing. Students will be able to access the exam at a specific time on the morning of the first day, and their answers will be due 72 hours later. Students may use whatever materials they choose, but are expected to work alone. They are expected to write the exam answers in their own words and to use appropriate citations when applicable. Exam answers will be submitted to Turnitin.com to check for proper citation. The exam consists of a single question; the answer will integrate theory, research, and practice aspects of conflict analysis and resolution.

Faculty members grade the exam answers. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. Students' answers are evaluated on the substantive content, logical and coherent style, and relevant use of class and other academic material. Two faculty reviewers must award a failing grade, in order for it to be deemed that the student failed a section. Students may take the examination a maximum of three times. However, students will be required to prepare and wait until the next examination is offered. Following failure of the exam, faculty may require that a student retake a particular class, prepare a special written assignment, or other remedial tasks before the exam can be taken for the second time. After three consecutive failures, the student will be dismissed from the doctoral program. Please visit <http://shss.nova.edu/Downloads/car.htm> to view practice questions for the qualifying examination.

Faculty members grade each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. Students' answers are evaluated on the substantive content, logical and coherent style, and relevant use of class and other academic material. Two faculty reviewers must award a failing grade, in order for it to be deemed that the student failed a section. Students may take the entire examination a maximum of three times. However, students will be required to prepare and wait until the next examination is offered.

Following failure of the entire exam, faculty may require that a student re-take a particular class, prepare a special written assignment, or other remedial tasks before the

exam can be taken for the second time. After three consecutive failures, the student will be dismissed from the doctoral program.

Dissertation

Dissertation Chairs and Committees

A dissertation committee for all on-campus and online students will be composed of three members. At least two members must come from the DCAR faculty. One committee member from outside DCAR can serve on the dissertation committee, with the approval of the committee chair and the PhD Program Liaison. The dissertation chair must be a member of the DCAR faculty. A student may have more than one outside member if methodological or substantive topical issues make such membership advisable. All members who are not DCAR faculty must have an earned doctorate degree (e.g. Ph.D., Psy.D., Ed.D., D.P.A.), and must provide copies of their credentials to the department. Dissertation committee members may not be from among the student's family members or close friends.

Dissertation Process and Components

After students pass the qualifying examination, they then register for CARD 7901 Dissertation Preparation and are considered to be in dissertation status. At that time they formally work with their chair and committee on their dissertation proposal. In order to be registered for dissertation credits, a student must have handed in the appropriate forms to the Program Coordinator, including the chair selection form. These forms are available online in the Student Resources pages.

Prior to passing the exam, the department does permit students in good standing who have accrued at least 45 doctoral credits, to begin the process of selecting a committee. Students should begin by speaking with faculty members about the possibility of serving as their dissertation committee chair. Once a chair has been selected, the chair will guide the student in selecting other committee members. Prior to being registered for dissertation credits, the role of the chair and the committee is to provide guidance to the student in their selection of elective courses, research, and to guide them in their preparation for the qualifying exam. The chair and committee will direct the student in the appropriate readings necessary for the development of their literature review. The dissertation chair will also automatically become the student's faculty mentor.

Registering for Dissertation

Students are required to complete 12 credits of dissertation. With the dissertation chair's approval, dissertation students register for three credits per term, beginning with the Dissertation Preparation course. If a student is still in progress after 12 credits, the student registers for 1 credit per term until the dissertation defense is approved. If, for some reason, the student cannot continue working on their dissertation, they must apply in writing for a leave of absence. If they request a leave for longer than a term, it may not be possible, upon their return, to continue with their original dissertation chair.

Dissertation Proposal

The dissertation proposal will be defended by the doctoral candidate before their full dissertation committee. All committee members must agree that the proposal is ready for defense before the defense can be scheduled. Proposal defenses may be performed using any appropriate and relevant technology, depending on the location of committee members, and the student. The student is permitted to defend their proposal by being present at SHSS in person, or via telephone or video conferencing. For the final dissertation defense, students are expected to be present at SHSS.

Length: Dissertation proposal lengths will be determined by the dissertation chair.

Sections: Section order may vary, and individual students will make these decisions in consultation with their full dissertation committee. The following is a brief synopsis of what is expected in each section of the dissertation proposal:

(1) Abstract:

A succinct summary of the proposed study usually no longer than 5% of the total length of the narrative (e.g., if proposal is 5000 words – then abstract will not exceed 250 words). This section should highlight topic; major theories/concepts to be explored; proposed research questions/hypotheses, if qualitative study – tradition/genre; methods – sample, instruments, procedures; proposed data analysis methods; expected contribution to field (theoretical, praxis, methodology)

(2) Introduction:

Justification section: The first section of your proposal concerns a justification for a program of research. It also offers the context or background to the study. The topic can concern a domain of behavior, a theory, or an important concept/phenomenon to be researched. The objective of this section is to offer a clear rationale for why the topic merits exploration over time in a sustained and systematic manner. Good reasons include social needs, cultural needs, introduction of a concept that is valuable for research, advancement of the field (that something has been understudied is not by itself a good reason.) Make certain to define relevant terms as necessary.

Goals: The second section of the introduction should outline several goals that the student will accomplish in his or her research. The student should underscore why these goals are important as well. The student should begin by stating, "The first goal of this research is...."and so on. There can be a number of goals. There will generally be from 3 to 6 goals. The student should be very specific in outlining what his or her goals are and how they differ from goals underscored in past research.

(3) Literature Review:

Next, the student should present a review of literature and provide arguments for the exploration of research questions and/or hypotheses. The review will be state-of-the-art (that is, completely up-to-date at the time of proposal submission) and focus on the research that the student wishes to propose. Think of this review as a funnel, in which the student begins by broadly discussing the topic, becoming more and more specific and focused as he or she narrows down the idea.

Accordingly, this portion of the paper is not meant to be a review of individual papers. Rather, the review should synthesize what has been done to provide insight into the topic. While the student synthesizes past research he or she should think about building an argument for his or her own research. The student should discuss the strengths and weaknesses of past research while presenting an argument for the research choices. The review of literature should reflect a critical examination (stated explicitly in your paper) of past research.

Hypotheses, research questions, and/or thematic purposes for the paper should be explicitly pointed out in the paper. For example, hypotheses should be numbered systematically (H1, H2, H3, and RQ1, RQ2 and so on) and they should be placed in appropriate sections of the literature after the student has made a justification for them. If hypothesis or research questions are comparable they may be included in sets such as H1a: H1b or Q1a, Q1b. The student must make sure that he or she builds a good argument in the literature review for his or her questions, hypotheses, or thematic purposes before he or she presents them in this section. The student should provide a couple paragraphs above each hypothesis and/or research question to justify it.

Alternatively, the student can conclude the review of the literature with his or her research questions/hypotheses. The student would then begin this section with a sentence like the following: "Based on the above, the questions that will drive this study are..." After EACH question/hypothesis, the student must present the rationale for choosing the question to study.

(4) Methodology:

Next the student needs to present a description and critical examination of a type(s) of method(s) that have traditionally been used to investigate the topic the student is proposing to research. Here the student should not only discuss what types of methodologies have been used to examine the domain of behavior (or other) in related research, but also critique the strengths and weaknesses of methodologies that have previously been employed. The idea is to make a strong case for one's methodology. A solid methodology comes from learning about the types of methodologies that have been employed by researchers in previous work related to the topic. It is important that the student not only describes the methodology, but cite specific studies that have applied the methodology. For example, if the student is performing a phenomenological interview he or she should cite studies that have used this methodology and describe them. Students need to be very specific in this section.

Include all of the following relevant sections:

- Sample – what kind of sampling procedure, why chosen, who is in the sample, important selection criteria (e.g. age, gender, ethnicity, life experiences, location, etc.).
- Instruments (data collection methods) – e.g. surveys, semi-structured interviews, participant observations etc. Include information about the reliability/validity if it is known. It is also recommended to include a few sample questions in order to give the reader a sense of the instrument to be used. Explain why these instruments have been chosen – why are they relevant to the study?
- Proposed process/procedures – Give as detailed a description as possible concerning how the research will proceed. If this is a quantitative study, include Research Design (e.g. If this is an experiment, what kind; if this is a survey/correlation study – what is the design? Pre/post etc.)
- Proposed data analysis methods – How does one propose to analyze data? Be as specific as possible at this early date to lay out proposed ideas for analyzing raw data. For example, if this is a quantitative study, will analysis of variance be used, factor analysis, etc. If this is a qualitative study, will there be a content and thematic analysis etc. It is also suggested, for qualitative research proposals to provide a short example of how material might be analyzed.

Use the jargon that is specific to the methodology; however be very clear and define the terms you use.

Be very specific in discussing these sections by including a rationale for the choices made. For example, when a person states s/he will involve participants in the study...the immediate question is why? Based on past research and theory, the student should explain why he or she made the methodological choices you have. Everything must be justified...otherwise it is an opinion, which the student will not be able to defend during a dissertation defense or in a scholarly conference. The most important question that the student needs to address throughout the entire research project is "why." Specifically, why did the student make the choices he or she did? What are the sample, instruments, ideas or data analysis and how does the student support the choices he or she has made. Different criteria are involved with different forms of research, so the student should address these in his or her proposal.

For example, criteria good scholarship in qualitative research includes:

- Confirmability, through the use of pilot tests, reflexive journals and collecting recorded data
- Trustworthiness: A form of qualitative research validity, whereby research can be verified by participants in the study, other similar research...other examples apply
- Dependability, through the overlap of techniques and a use of an auditor
- Member-checking, in the form of an amendment phase for the participants
- Credibility, in the form of people from diverse backgrounds who are knowledgeable, and researcher's knowledge regarding the site through prolonged engagement in the field.

Criteria for good research in quantitative research (in addition to reliability and validity) include:

- Explanation: Can explain why a social phenomenon occurs
- Predictability: Can predict social behaviors in the future (however, please bear in mind that social science is very poor at this, as a rule)
- Control: Controls for extraneous and intervening variables/artifacts
- Generalizability: From the random sample we can generalize to the larger population
- Falsifiability: Ability to check whether findings can be falsified.
- Replicability: Methodology and data operations are transparent and can be replicated and performed by other researchers (a test for reliability).
- Validity: Accuracy, testing for what you want actually mean to test (there are many kinds of validities – please choose the ones relevant to your study)
- Reliability: Consistency in the findings & survey responses (there are many strategies for evaluating reliability; please choose the ones relevant to your study)
- Heuristic: Research is easy to understand and can be replicated
- Value neutral: Researcher does not contaminate the findings, the findings are external to the researcher and need to be objectively uncovered and analyzed

There are criteria for good research in critical research; good research is:

- Pragmatic: Practical & relevant to current social concerns
- In-Depth: Detail into a topic so that social injustices can be uncovered
- Culturally appropriate: Describing cultural concepts accurately according to participant (emic) point of views
- Creates understanding: Critical research does not seek to predict, but rather to promote an understanding about a topic concerning a group of people

- Clarify values: Reveal what values are held and what has caused these views to be held.
- Connection with history: Reveals how history constructs reality, history explains the current social situation, & cannot understand without history
- Stimulates agreement: People begin to understand a social issue better
- Aims to change society: Promotes change, recognition, and empowerment
- Improves status quo: Betterment of lives and standards for particular populations

Note: *It is important for the student to take these criteria in consideration and discuss them as he or she is designing his or her research. For example, when the student selects an instrument (for quantitative research) in his or her methodology section it is important to report the reliability and validity of it in past research.*

(5) Results or Analysis:

Here the student will present a thorough description of the types of analysis he or she plans to perform in his or her research. Whether they are qualitative or quantitative analysis, the student should supply the reader with a detailed description of the types of analyses that will be performed. The student should organize this section of the paper around each research question and/ or hypothesis. That is each hypothesis or research question should be followed up with a detailed description of the analysis the student plans to perform. Here the student should discuss the ethical issues involved with the research as well.

Alternatively, include this in the above methodological section.

(6) Ethics and reflexivity section:

If this is a qualitative or quantitative study, and the student is planning on carrying out a study on human subjects (i.e. the student does not plan on solely focusing on documents, written texts, etc.), the student should explain how to carry out an ethical study – e.g., how will the student assure that no harm will come to your participants as a result of your study; are there potential benefits – if so, what are they; will the participants receive some kind of payment for their participation (if yes, explain what and why this is necessary and how this will not lead to coercion to participate); place of participants in study; their roles in the research etc. If this is a qualitative study, then the student should discuss where he or she is in this research – discuss biases, prejudices, and perspectives on life that may impact the work. The student should discuss how he or she plans to address these as the research is carried out. This section, like the above, is very specific to the student's proposed study.

(7) Expected contributions of the proposed research:

The student should present an argument about what he or she expects to find after collecting data and why. Discuss the importance of the research and the expected contributions of the research. For the purpose of the proposal this section should be relatively short since the student will not have collected his or her data; however, in the dissertation project this may very well be one of the longer sections. The student would present a logical summary of why he or she found what he or she found as it relates to past research and according to the links made in the review of literature. Here the student can also include a section that addresses the expected limitations and strengths of the research.

(8) References - Use APA or Chicago style. Be uniform in your choice throughout the text and throughout the reference list.

(9) Appendices

In addition to the student's references, the student should include as appendices related materials as appropriate. Examples include the survey instrument (quantitative study) and sample interview questions (qualitative study).

Students should refer to the Dissertation Proposal Guidelines for the format used in writing their dissertation.

http://shss.nova.edu/Downloads/PDF/DCAR/DRDissert_Proposal_Guidelines.pdf

Doctorate of Philosophy (Ph.D.) in Family Therapy

Vision Statement

The Ph.D. Program in Family Therapy strives to develop students who are committed to academic and clinical innovation and who are prepared for advanced leadership in the field of Couples and Family Therapy. The application of systemic/relational theory is the foundation for such training and is utilized to support a vision in service to culturally and sexually diverse populations in a variety of settings. Our program further strives to uphold all professional standards in the field.

Mission Statement

The SHSS Doctorate of Philosophy (Ph.D.) in Family Therapy program is committed to academic and clinical innovation and excellence as well as to preparing students to become leaders in therapy, consultation, research, and teaching. In addition, students in the Ph.D. in Family Therapy ~~offers~~ offer high quality clinical services to individuals, families, and others in the community. Applying a systemic/relational ~~holistic and contextual~~ perspective to our teaching and clinical supervision, we focus on the relational strengths and resources of both students and clients with an appreciation of and respect for diversity and social justice.

Program Description

The Ph.D. in Family Therapy program prepares graduates for careers as professors, researchers, supervisors, and senior clinicians. The Ph.D. in Family Therapy at Nova Southeastern University is fully accredited with the:

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)
112 South Alfred, Alexandria, VA 22314-3061
(703) 838-9808; Fax: (703) 838-9805; <http://www.aamft.org>

The Ph.D. in Family Therapy is a 96-credit-hour program designed for individuals holding master's degrees who wish to fully grasp both the historical as well as cutting edge theory informing the current practice of family therapy. The program is also dedicated to understanding the relationship between theory and clinical practice through ~~and the~~ a variety of established as well as emerging schools of family therapy. The program is designed to enhance students' clinical skills in order to become top level practitioners, while at the same time demonstrating the place of qualitative and quantitative research in this pursuit. Graduates of the program should look forward to productive careers in academic, supervisory, clinic, and community-based employment settings.

The Department of Family Therapy has full time faculty and supervisors that represent racial diversity as well as diversity in gender, age, ~~and~~ religion, culture, and sexual orientation. The part-time faculty and supervisors also include cultural, gender, age, sexual orientation, and religious diversity. The student body of the doctoral program reflects the rich cultural diversity of South Florida and across the nation as far as race, religion, gender, sexual orientation, and age.

This Ph.D. in Family Therapy ~~is a 96-credit-hour degree program that~~ integrates systemically oriented theory and clinical practice, language and thinking systems, and qualitative and quantitative research. The core curriculum includes:

- Four courses that explore the clinical contributions of three major systems paradigms: cybernetics, language-based, and natural systems. However, brief, interactional therapies such as MRI (Mental Research Institute), Solution-Focused approaches, Ericksonian hypnotherapy, and the Milan Associates models receive the greatest exploration. Therapies based in narrative and intergenerational and multigenerational traditions are also covered.
- Four terms of continuous enrollment in clinical practicums at the Family Therapy Clinic at the Family Therapy Clinic, the DFT on-campus clinical facility. Teams of students (maximum of 6) meet weekly with a faculty member/supervisor to work with live, community-referred cases and supervision of cases throughout the calendar year. During a student's fourth practicum, they may choose a flexible practicum provided for students to see cases independently at the Clinic. The faculty supervisor must approve this independent placement and students must continue to obtain supervision during this time.
- Four courses in research methods, two quantitative and two qualitative, which provide comprehensive coverage of marriage and family therapy research, statistics, various research methodologies, and computer analysis and interpretation.
- Two theory courses, one devoted to the cybernetic systems ideas of Gregory Bateson, the other to the language-based systems (e.g., social constructionism, feminism, and postmodernism).
- One course in the teaching of family therapy. This course prepares student learning and practice in becoming faculty in the MFT field.
- One course in the supervision of family therapy clinicians. This course fulfills the didactic instruction component for AAMFT Approved Supervisor status.

Clinical Internships designed to provide students with a supervised, full-time experience (three terms) emphasize relationally-focused practice and/or research. The majority of a student's course requirements must be completed before they can begin their internship experience. They must also have successfully completed their Clinical Portfolio.

In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties and across other programs within the Graduate School of Humanities and Social Sciences. Additional courses may support students in fulfilling course requirements for licensure as a marriage and family therapist in Florida and other states.

Many students choose to take electives to enhance their learning in special topics. Elective courses at the doctoral level may be taken with the permission of the Program Director. Elective courses available to doctoral students within the Family Therapy Department include Couples Therapy, Family Business, Organization Consulting, Grief and Loss, Academic Writing, International Counseling and Therapy, Introduction to Equine Assisted Family Therapy, Religious and Spiritual Diversity, School Based Family

Counseling, Advanced Bowen Systems, and all courses in the Family Systems Health Care (medical family therapy) graduate certificate program. Other courses offered within NSU may be considered pending approval from the Program Director.

During the Ph.D. program, students may also fulfill the academic requirements for becoming a Clinical Fellow Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for AAMFT Approved Supervisors. For licensed marriage and family therapists, additional training and supervision to become AAMFT Approved Supervisors is provided through the Brief Therapy Institute.

Educational Outcomes

The Ph.D. Program in Family Therapy has identified the following Education Outcomes:

Program Outcomes:

Student Learning Outcomes:

Program Format, Leave of Absences

The residentially offered Ph.D. in Family Therapy program can be completed in 5 years; the maximum timeframe is 7 years. Full-time enrollment is considered to be at least nine credit hours per term, fall, winter, and summer. Once students begin their dissertation, they are considered full-time when registered for at least three credit hours per term. After taking 12 credit hours of dissertation, students may enroll in one dissertation credit hour per term and still be considered full time in the program. Students must continually be enrolled to remain active in the program. If a student cannot take classes due to unforeseen circumstances, s/he would need to apply for a Leave of Absence three weeks prior the beginning of a trimester. Approval by the Program Director is required. Students can request a leave of absence for no more than three terms. A student who has not registered in one year is considered inactive and must reapply to the program.

Program Specifics

Professional Conduct

Students are expected to abide by the AAMFT Code of Ethics, conduct indicated in the Florida Statutes Chapter 491 as well as the NSU Student Handbook. If at any time during a student's program, the faculty is alerted to questions about a student's conduct, a meeting will be scheduled with the Program Director and one other faculty. The program follows all guidelines from the NSU Student handbook. The results of the meeting will be documented along with recommendation for a remediation plan. If it is found that a student's conduct fell outside those indicated in the above documents, the outcome of such a meeting could ultimately lead to immediate dismissal from the program.

Prerequisites

Before entering the program, all students must document at least ~~three~~ five graduate level three credit hour courses: two that covers basic family therapy concepts, ~~and~~ one course in human development, ~~and~~ one in individual and group psychotherapy, and one in research. Any student not having these courses or their equivalent must initially take and pass, as leveling courses, the following courses:

- SFTD 5007: Research in Marital and Family Therapy
- SFTD 5008: Introduction to Marital and Family Therapy: Counseling

Theories and Techniques

- SFTD 5009: Theories of Marital and Family Therapy
- SFTD 5045: Group Psychotherapy
- SFTD 5046: Human Development Across the Life Cycle

Students can take the following course to meet licensure requirements:

- SFTD 5311: Substance Abuse/Addictions and Critical Issues in Systems Theory

Leveling courses must be completed prior to being fully admitted into the program. These 15 credit hours do not count toward the 96 credit hour degree requirement.

Before entering Internal Practicum I, students are required to complete the following courses:

- SFTD 5006: Introduction to Systems Theory
- SFTD 5300: Legal, Ethical, and Professional Issues and
- SFTD 5008: Introduction to Marriage and Family Therapy

All students must take and pass the following requirements prior to or during the beginning of their first trimester and prior to enrolling in Internal Practicum I:

- Two HIPAA certificate courses
- A full Background check, including fingerprinting
- CITI course prior to conducting any research

Below is a samples degree plan for students who do not have the pre-requisites.

Sample Ph.D. Degree Plan: 96 credit hours

<u>Fall (August)</u>	<u>Winter (January)</u>	<u>Summer (May)</u>
<u>SFTD 5006 Introduction to Systems Theory</u> <u>*SFTD 5008 Introduction to Marital and Family Therapy: Counseling Theories and Techniques</u> <u>SFTD 5300 Legal, Ethical, and Professional Issues</u> <u>SFTD 6520 Diversity and Psychosocial Issues</u>	<u>*SFTD 5007 Research in Marriage and Family Therapy</u> <u>*SFTD 5009 Theories of Marriage and Family Therapy</u> <u>SFTD 7311 Human Sexuality and Gender</u> <u>*SFTD 5046 Human Development Across the Life Cycle</u>	<u>SFTD 7301 Assessment in Marital and Family Therapy</u> <u>SFTD 7302 Personality Theories & Psychopathology</u> <u>*SFTD 5045 Group Psychotherapy</u> <u>** Annual review</u>
<u>SFTD 5001 Doctoral Seminar I</u> <u>SFTD 5010 Systemic Family Therapy I</u> <u>SFTD 5120 Thinking Systems</u> <u>SFTD 6200 Internal Practicum I</u>	<u>SFTD 5002 Doctoral Seminar II</u> <u>SFTD 5020 Systemic Family Therapy II</u> <u>SFTD 5110 Language Systems</u> <u>SFTD 6200 Internal Practicum II</u>	<u>SFTD 5410 Quantitative Research I</u> <u>SFTD 6200 Internal Practicum III</u> <u>SFTD 6321 Fundamentals of Teaching Marriage and Family Therapy</u> <u>** Annual Review</u>

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<u>Fall (August)</u>	<u>Winter (January)</u>	<u>Summer (May)</u>
<u>SFTD 5003 Doctoral Seminar III</u> <u>SFTD 5030 Systemic Family Therapy III</u> <u>SFTD 6200 Internal Practicum IV</u> <u>SFTD 6410 Quantitative Research II</u>	<u>SFTD 5040 Systemic Family Therapy IV</u> <u>SFTD 6430 Qualitative Research I</u> <u>SFTD 6530 Family Therapy Topics (Elective)</u> <u>SFTD 7360 Teaching Practicum</u> <u>**SFTD 6750 Clinical Portfolio</u>	<u>SFTD 6325 Fundamentals of Supervision in Marriage and Family Therapy +</u> <u>SFTD 6320 Supervision Practicum</u> <u>SFTD 7350 Qualitative Research II</u> <u>**SFTD 6650 Coursework Portfolio</u> <u>** Annual review</u> <u>**SFTD 6825 Academic/ Research Portfolio</u>
<u>SFTD 7410 Clinical Internship</u> <u>SFTD 6900 Dissertation</u>	<u>SFTD 7410 Clinical Internship</u> <u>SFTD 6900 Dissertation</u> <u>Dissertation Proposal Defense</u>	<u>SFTD 7410 Clinical Internship</u> <u>SFTD 6900 Dissertation</u>
<u>SFTD 6900 Dissertation</u> <u>Final Defense</u>		<u>TOTAL 96 Credits</u> <u>GRADUATION CEREMONY (June)</u>

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Notes: Courses are prerequisite to the program and not included in the 96 credit requirement. Portfolios are completed by the end of the third year.

Clinical Practicums

Students complete four internal practicums at the Family Therapy Clinic at the Brief Therapy Institute. During this practicum sequence students see their own clients and are supervised in teams and individually. Details regarding practicum and the department clinic are available in the Policies and Procedures Manual of the Brief Therapy Institute. Policies and Procedures are required reading and understanding of all policies and are available online at <http://shsss.nova.edu/Downloads/mtf.htm>. In depth discussions of all policies will be a part of internal practicums.

Nova Southeastern University and the Department of Family Therapy require that all students successfully complete the two NSU HIPAA certificate requirements during their first term in the program, prior to seeing clients. These programs are uploaded on each student's Blackboard at the beginning of the first trimester. Certificates must be printed, name entered in BLUE, and submitted to the DFT Internship Coordinator.

Background checks and fingerprinting are required of ALL students and must be completed during the first two weeks of enrollment. Students will contact the DFT Internship Coordinator for detailed information on these procedures that are also located at <http://shsss.nova.edu/Downloads/mtf.htm>

Client Contact Hours

In order to graduate, all students must document that they have a minimum of 1000 hours of appropriately supervised direct client contact hours, supervised by an AAMFT Approved supervisor. At least 500 of the 1000 required hours must be with couples and/or families present in the room.

Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in a COAMFTE accredited program may petition the program to waive some of the required 1000 direct client contact hours. However, waiving part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program. In order for a waiver request to be approved, the student must also provide a copy of their supervisor's vita and credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor is an AAMFT Approved Supervisor, is a licensed MFT, has received training in MFT supervision, is an AAMFT Clinical Fellow, and is recognized by a state regulatory body as being an equivalent MFT supervisor.

If a waiver request is approved, students still are required to document 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program before beginning clinical internship. At least 50 of these hours must be accrued at the Brief Therapy Institute (BTI) and Practicum hours may be included in the total. In order to count, all direct client contact hours must be supervised by AAMFT Approved Supervisor, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

For client contact hours obtained outside of BTI, documentation of client contact and supervision hours must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have written case notes for all sessions listed. The necessary forms are available online at the SHSS student resources website. Students must submit their completed forms to the Internship Coordinator at the end of EACH term to ensure progress is recorded and the student file remains updated. Students must submit to the Internship Coordinator the ORIGINAL SIGNED copy of the completed forms with all hours totaled and with all signatures in BLUE. Students must keep a copy of all completed and signed forms during their entire program and for future licensure needs.

Client—Practicum Confidentiality and Use of Client Information Other Considerations (DVDs and/or flash drives)

Clients seen at the Brief Therapy Institute's Family Therapy Clinic sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may NOT use their own DVDs and/or flash drives for recording sessions and all recordings must remain at BTI, on the premises, to ensure confidentiality. Viewing rooms are available at BTI for students to review their own work; they may not view another student's work without his or her prior written consent submitted to the BTI Clinic Office Manager for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Portfolio requirements, they may sign out for a specified amount of time. This must be coordinated through the BTI Clinic Office Manager to ensure proper authorization. AT NO TIME IS CASE INFORMATION TO BE TAKEN OFF CAMPUS NOR DOWNLOADED ONTO PERSONAL COMPUTERS/FLASHDRIVES.

If students wish to write about a case seen at BTI and have obtained proper approval, they may schedule times to transcribe materials in the editing suite coordinated through the Clinic Office Manager. No identifying client information can appear on transcripts or written materials or be shared with others.

If students wish to show a recorded session to a professional audience outside of NSU, they must either have written consent or re-contact the clients seen on the recording and

explain their request to present the case, when and where and for what purpose. The student must have each adult client sign a release, Authorization for Use or Disclosure of Information for Educational and Related Purposes, in advance of the presentation.

DVDs and the use of portable hard drives are supplied to students. All DVDs and/or hard drives assigned during a student's time at BTI must be stored at BTI. The Practicum Supervisor at the end of each practicum session returns all related information to BTI for placement in locked storage. DVDs or any client recordings or information are not allowed off BTI premises.

Annual Review:

As part of the graduation requirements, students must have an annual review at the end of each of the first 3 years. This annual review will consist of an evaluation of the student's grades to date, the level of attainment of the program's student learning outcomes, a student's conduct, any concerns faculty might have, as well as their adherence to ethical/legal and/or professional guidelines in the profession. The Annual Review is also utilized for collection of feedback from students about the program. This review is conducted in a manner needed for each individual student such as, but not limited to, a meeting with a faculty committee, program director, or via email. The student will have successfully passed the annual review once documentation from the department has been received by the student. Students must register for the Annual Review during the Summer of each of the first 3 years.

Portfolios and Evaluations

As a requirement of completing the doctoral program, a student must submit for faculty evaluation two separate performance based portfolios. Each of these portfolios is designed to help assess ~~present evidence~~ of how they met various aspects of the program's learning objectives and outcomes. The portfolio requirements ~~is~~ are also designed to help students become better able to present their work in professional contexts, such as seeking employment and academic exchange. Each of the three portfolios and their requirements are described in detail below.

The two-components of the Portfolio process are:

~~1. Coursework Portfolio~~

1. Clinical Portfolio

2. Academic/Research Portfolio

Each portfolio is intended to address major training and academic goals of the program. The portfolio process represents a steppingstone experience for students as they prepare to undertake their internship or dissertation. Successful completion of each successive portfolio indicates that the student is able to plan, undertake, and complete increasingly sophisticated projects, requiring independence of both thought and motivation.

While it must be recognized that a student can complete the required portfolios in any order they choose, the most common sequence of fulfillment is the one described below. A student must successfully complete all three of the required portfolios however before they may sign up for dissertation credits.

1. Coursework Portfolio

This portfolio is an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum. The materials that make up this portfolio consist of: a) a student "self-review", which is a narrative the student creates to describe how they have integrated and assimilated all of the materials from their course requirements into their own professional development as a doctoral level marriage and family therapist, and b) the course based papers, presentations, PowerPoint's, and other projects or course based requirements a student produced while completing class requirements. This portfolio can only be submitted for review after the student has successfully completed all required coursework. A template outlining a completed Coursework Portfolio is available on the student resources section of the department website.

Once a student has successfully finished all of their required courses, they then will undertake to complete a "self-review" of their progress in the years since they began the program. The time frames will vary because of individual student schedules and choices, but generally students complete the course work portion of the program in between 2-4 years time. In the narrative of the self-review, the student should be sure to address in some detail each of the following issues: 1) *Professional growth*—including theoretical refinement and sophistication, increasing depth of knowledge about the field in general, and the development of their own professional "voice"; 2) *Personal growth*—addressing issues of maturity, empathy, and their own ability to manage complex situations and multiple demands on their time; and 3) *Responses to Challenge*—How in general the student believes they have responded to the challenges posed during the completion of the course curriculum. That is to say, how has the student responded when challenged by a course or a professor, or how has the student responded when they believe they are not being challenged enough. The self-review document should be between 5-15 pages in length, double spaced, utilizing the latest APA formatting style.

The materials that a student has produced to meet all of their course requirements should always be saved in electronic format, and collected in an electronic database like Microsoft OneNote for easy cataloging. These materials should be organized for faculty review by being placed in a logical or chronological order, so that the reviewer can see a progression of thought, development, and sophistication in the student's work over time.

Once a student has prepared their Coursework Portfolio for faculty review, they then will notify the Program Coordinator. The program coordinator will convene a committee of two faculty reviewers to review the submitted materials. Their review will consist of two components: 1) A formal, checklist based review of the materials, to make sure that materials from each of the required courses are submitted for review. The faculty reviewers will check to make sure that all of the materials a student lists on their checklist are present, and in good professional order, and are a good representation of the student's work in the classroom, and 2) Individualized feedback regarding the student's "self-evaluation" statement. In this process, the faculty reviewers are free to give feedback to the student regarding issues of Professional Growth, Personal Growth, and Responses to Challenge, with a particular eye toward how these issues may have been handled in classes. How a student manages these issues in the classroom may say something about the strengths or weaknesses of the student as they work toward completing their dissertation research.

The faculty review committee has a period of two (2) weeks from the time of the committee assignment for the completion of both reviews. The results of these reviews are then submitted to the Chair of the Department, with recommendations that the Portfolio is: a) accepted as is, with the student receiving only the written feedback of the faculty reviewers, b) requires further revision and resubmission on the part of the student to be professionally acceptable, or c) requires a meeting between the student, the faculty reviewers, and the Chair in order for the review process to proceed. A Coursework Portfolio is considered to be successfully submitted only when the Chair of the Department signs off on it as such.

1. Clinical Portfolio

The Clinical Portfolio is intended to provide an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity, in a manner and setting similar to that which could be expected in a job interview situation. It is an assessment of the student learning outcome associated with clinical competence. It should be viewed as the culmination of the in-house clinical training aspect of the doctoral program, and it is designed to allow students to demonstrate the full range and depth of their clinical skills and theoretical knowledge. To submit a Clinical Portfolio for faculty review, a student must have successfully completed the minimum of four (4) required internal practicum courses. Student's wishing to enhance their clinical skills or theoretical knowledge may do so with additional practica, clinical work, or supervision before submitting their Clinical Portfolio. All students must submit a Clinical Portfolio for review no later than the end of their 4thth year of enrollment in the program.

Clinical Portfolio Components

There are 4 components to a Clinical Portfolio, and they are: The following are the 4 components to the Clinical Portfolio:

- All of a student's internal practicum evaluation reviews
- Statement of Treatment Philosophy (5-7 pages, double spaced; APA formatted)
- Case Study (Written, single case from inception to treatment completion/evaluation)
- Video presentation (45 min–1 hour, professional audience)

Internal Practicum Reviews

Students as a matter of practice should always retain any and all materials related to their work and/or performance in the program. At the end of each internal practicum, students review with their instructor a practicum evaluation form, giving detailed feedback and suggestions for future development. Students need to present the collection of these practicum evaluations over a minimum of four internal practica as the first component of their Clinical Portfolio review. Students have the option of attaching their own editorial, explanatory, or reflective comments to this document.

Statement of Treatment Philosophy

The Statement of Treatment Philosophy document should be between 5-7 pages, double spaced, and should adhere to all applicable APA formatting conventions. In this document, students should articulate their current overall philosophy of treatment as it applies to their work in the field of marriage and family therapy. This philosophy statement assumes that the student under review is still in a formative stage of development in terms of their clinical skills, is not a "fully formed" or fully finished professional, so it is allowable thus it is important for the student to talk

honestly and openly about the ways they assess their own current stage(s) of development. This statement may ~~even be at odds~~ differ from ~~with~~ the case study or video materials presented in the other parts of the Portfolio, but if it is, it would be important for the statement to address how these disconnects are part of the overall development of the student. The important parts of this statement are the honesty, maturity, integrity, and clarity with which the student describes their journey throughout the years of clinical training they have received in the course of the program, as well as the accuracy of any theoretical assertions they make as well. This document ~~can, and should, serve as a jumping-off point~~ for discussions between the student and the faculty reviewers about the current state of clinical development of the student.

Single Case Study

In this section of the Portfolio, the student is asked to describe, in writing, their experience as a primary therapist with a single case, from inception and introduction to completion and evaluation. The purpose of this section of the portfolio is to allow the student to describe in great detail the how they managed a case from beginning to end, and in the process of doing so, giving insight into the theories, techniques, approaches, assumptions, supervision, and feedback that guided them through the process. This component of the Portfolio will be evaluated by the faculty review committee using a rating scale that evaluates the student based on the following criteria indicated on the current evaluation form found on the SHSS website.

- ~~1) All interactions between clients and therapist up to the point when a therapeutic contract is established. (Assesses the Admission to Treatment Core Competency Skills)~~
 - ~~2) Activities focused on the identification of the issues to be addressed in therapy. (Assesses the Clinical Assessment and Diagnosis Core Competency Skills)~~
 - ~~3) All activities focused on directing the course of therapy and extra therapeutic activities. (Assesses the Treatment Planning and Case Management Core Competency Skills)~~
 - ~~4) All activities designed to ameliorate the clinical issues identified. (Assesses the Therapeutic Interventions Core Competency Skills)~~
 - ~~5) All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs. (Assesses the Legal Issues, Ethics, and Standards Core Competency Skills)~~
- ~~Students should organize the respective sections of the written Case Study document accordingly. The Case Study document should also be written in a style that adheres to the most recent edition of APA formatting conventions.~~

Video Segments Presentation

This section of the Clinical Portfolio is designed to allow the student to demonstrate through video segments, the correlation between theory and their actual clinical practices. Each student is required to produce and display between 5-7 video segments that demonstrate the connections between their theory/philosophy and their actual therapeutic conduct in the room. ~~“what they think” and “what they actually do”~~. For each segment presented, the student will ~~assign a number to the clip, then~~ describe the theoretical concept, construct, or technique that they believe most accurately reflects the actions that the audience is about to view. ~~The members of the faculty review committee, after viewing the clip then offer a scaled response that reflects how accurately they believe the video segment actually reflected the concept, construct, or technique listed by the student on the following scale: Students~~

should preface the clips with ample information so the audience will be able to follow well, as in a professional presentation.

- 5 – Very Highly
- 4 – Well
- 3 – Adequately
- 2 – Only Somewhat
- 1 – Not at All

The concepts, constructs, or techniques that the student describes and shows video clips displaying can come from any of the classes, courses, or supervision they receive during their training in the program. The clips can be arranged to represent a single clinical point of view, or they may be arranged to represent a wide variety of the clinical approaches the student has used in the course of their training. This part of the Portfolio should be representative of a range of work that best demonstrates the student's acquisition of clinical and theoretical skills during the program, regardless of theoretical approach.

Successful completion of this portfolio indicates the faculty's belief that the student is clinically prepared to perform successfully in real life situations and in outside clinical settings. It is expected that students will conduct themselves in a professional and collegial manner throughout the preparation of materials as well as throughout the presentation. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

The committee will consist of three members of the full time family therapy faculty, selected on a random, rotating basis. Once selected, the three members of the committee will receive all portfolio materials for review. The review will be a public event, scheduled for a maximum of one and a half hours time. As a professional presentation, it is important that the student allocate the time for presentation and questions accordingly. Punctuality, time keeping, and facilitation are important parts of professional presentations.

The review will be publically announced to the Department of Family Therapy community, and open for only faculty and students to attend. It will be scheduled for a minimum two weeks after the announcement is formally made. These events are not only a review of the student's portfolio of clinical work, but also an opportunity for active conversation with, and about, the clinical work of their colleagues. Upon completion of the public presentation, the faculty review committee considers all of the materials presented in light of:

- 1) The evaluation rubrics attached to those materials;
- 2) The manner in which they were presented;
- 3) The overall professionalism of the presenter, including dress, manner, tone, etc.;
and
- 4) The manner and substance of the ways in which the presenter handled questions, criticisms, theoretical disagreements, or ethical concerns raised by reviewers or members of the audience during the course of the review.

The faculty review committee then decides whether or not, as a consensus opinion, the student has satisfactorily presented a professionally acceptable Clinical Portfolio. If the consensus reached is not unanimous among the committee members, it is incumbent upon the dissenting opinion to inform the student of their views, and the

reasons for them, in a separate report. If a majority decides that the Portfolio presented is *not* of acceptable professional quality, it is incumbent upon the committee to fashion a detailed report of how and where the portfolio falls short of acceptable professional standards, and to make suggestions for remediation in the future.

A student may only submit one Clinical Portfolio for review per trimester, and may only resubmit a Clinical Portfolio for re-review a maximum of two times. Any student who is unable to submit a professionally acceptable Clinical Portfolio after this will not be allowed to continue in the program.

2. Academic/Research Portfolio

The Academic/Research Portfolio is designed to assess the student learning outcome associated with research, scholarship and academic development. As a matter of professional development and career building, students are strongly encouraged to participate in a number of academic publishing and professional presentations before local, statewide, national, and international audiences. Students who participate in these activities may petition to have some or all of these experiences count toward the successful completion of the Portfolio requirement.

All students are required to demonstrate that they possess doctoral level competency in both writing and professional presentation skills. There are 2 components to the Academic/Research Portfolio: There are the presentation component and the written component. To do so, they may choose any one of the three paths described below to demonstrate they possess these requisite skills. The Academic/Research Portfolio may be submitted for review any time after the student completes 2 years of the program, but must be submitted for review no later than the student's 4th year of enrollment in the program. An Academic/Research Portfolio that is judged not to meet minimally acceptable professional standards may be resubmitted, with appropriate revisions, no sooner than the next trimester. It is strongly suggested that students submit their Academic/Research Portfolio while they are in their 3rd year of enrollment and no later than their 4th year. All students must have their Academic/Research Portfolio accepted by a three member full time faculty review committee by no later than their 4th year of enrollment.

There are three options by which students may meet the requirements of the Academic/Research Portfolio outlined below. Every option consists of a written component and a professional presentation component, and each must be successfully presented for the student to complete this requirement.

• Option 1

Written Component

A student may submit an original, professional journal publishable-quality paper, on a topic relevant to the field of family therapy. This paper is then read by a committee of 3 full time family therapy faculty members, and is evaluated in accordance with the written guidelines governing the Substantive Qualifying Exam. A student must receive an average overall score of 4 or above from the 3 reviewers to successfully complete this part of the portfolio.

The text of the paper, exclusive of the title page, abstract, and references, may not exceed 25 pages. Papers must follow stylistic guidelines of the most

~~recent edition of the American Psychological Association Publication Manual. The topic of these academic papers may be case studies, research reports, theoretical essays, or professional issue position papers. If a student submits a case study or a research report, they must preserve the data on which the work is based (e.g., videotapes, detailed case notes of clinical work, research protocols, transcripts, signed informed consent forms) until the paper has passed the entire process.~~

~~Presentation Component~~

~~The second component of Option 1 requires that the student then also present an acceptable quality professional level presentation on a topic relevant to a marriage and family therapy audience. This presentation will be 30-45 minutes long, and will be offered to the entire Department of Family Therapy community. This presentation will be evaluated by a committee of 3 faculty evaluators, who will judge its professional quality based on a set of published guidelines evaluating elements such as preparation, utilization of technology, poise, clarity of presentation, management of questions from the audience, accuracy of research, adherence to ethical standards and guidelines, and academic rigor.~~

~~If the faculty evaluation committee determines that a student has not successfully completed this portion of the Portfolio, they as a group are responsible to give detailed and specific feedback to the student regarding their suggestions and concerns. The student may then reschedule another presentation on either the same or a different topic no sooner than the following trimester. Students may re-present a maximum of 2 times after their initial offering. Students who do not successfully complete this requirement after a maximum of 3 attempts may not continue in the program.~~

~~• Option 2~~

~~Written Component~~

~~In Option 2, the requirements of the written component are identical to the requirements listed above in Option 1.~~

~~Presentation Component~~

~~However, in Option 2, a In order to satisfy the presentation component of the Academic/Research Portfolio, a student must may satisfy the Presentation Component criteria by being a part of one or more professional presentations before local, statewide, or national audiences. To be considered as equivalent experiences, such presentations should occur in settings where submission is subject to a peer review process, and the length of the presentation is greater than 45 min hour. Because of the wide variety of professional presentation options available, students will need to submit a description of their professional presentation experience(s), along with copies of all relevant presentation materials to a committee of three (3) full time family therapy faculty reviewers. Any such presentations must be based on materials, projects, or research that the student has been involved in since they were enrolled in the family therapy program. Panel presentations will not be accepted. Students must demonstrate they they had significant input to the preparation of the presentation.~~

~~Alternate presentation: Many doctoral students obtain additional training or experience in areas related to the field of Couples and Family Therapy.~~

Students with such knowledge and/or experience who are invited to present to a DFT class on the topic, may petition to count that presentation as fulfilling the presentation component of the Academic/Research portfolio. The petition would need to include a letter from the professor who invited the student to present stating that the presentation was equivalent of that commonly seen at a professional conference.

• Option 3

Written Component

In order to fulfill the written component requirement, a student must submit for review an article or chapter that they are the first or second author on. This article or chapter must have been accepted for publication in a peer reviewed, family therapy or other closely related professional journal or edited book. A committee of 3 full time family therapy faculty will review the article, and determine by majority vote if in their opinion it meets acceptable professional standards for doctoral level writing. If in the opinion of the faculty review committee it does not, the student will be asked to submit another article, or will be required to meet the written component of the portfolio in the manner outlined above in Options 1 and 2.

Alternate written component: Students may submit to the faculty committee evidence that an article or chapter has been accepted for publication in a peer reviewed, family therapy or other closely related professional journal or edited book.

Presentation Component

In this Option, the student may meet the presentation requirement either by a) presenting on the topic of the paper that was submitted, b) submitting a list of their previous professional presentation credentials, along with any appropriate accompanying materials for faculty review, or c) presenting for the Department of Family Therapy community as described in Option 1 above.

Portfolio Timeline Information

There is no single guideline for the order or time frame in which portfolios are submitted. However, a doctoral student may not begin their clinical internship until they have successfully completed their Clinical Portfolio, and they may not sign up for dissertation credits until they have successfully completed all of their Portfolio requirements. All portfolios must be completed by students by the beginning of their 5th year in the program. Failure to do so means that a student is at significantly greater risk of not completing the doctoral program within the prescribed 7 year limit, and may be grounds for the Chair of the Department to call a meeting to review the overall progress of the student.

Individual Student Evaluations

Individual student evaluations are conducted on a continuing basis throughout a student's program. Students identified as requiring additional academic, clinical and/or professional skills, meet with the instructor/supervisor. Recommendations for progress are made at that time. Additional meetings with the Program Director may occur.

Evaluations are based on the student's overall performance, attitude, conduct, preparation, and professionalism may or may not be reflective of the overall grade the student earned in the course. Faculty recommendations are presented to the student.

Clinical or Research Internship

An Internship of one year (3 consecutive trimesters) is designed to provide the student with a supervised full-time experience, emphasizing relationally focused practice and/or research. The majority of a student's course requirements must be completed before beginning the internship experience. Students must have successfully passed their Clinical Portfolio requirement. The 3 internship types are as follows: Clinical, Research or Hybrid.

The Clinical Internship

The Clinical Internship is designed to provide students with a clinical experience to gain professional experience in the practice of marriage and family therapy. An AAMFT Approved Supervisor will supervise the intern's clinical work. Students are required to develop a clinical contract with their AAMFT Approved Supervisor and obtain approval prior to beginning at an internship site. This internship option is designed for students who do not have a clinical master's degree or who would like to obtain further clinical experience.

Students who have met their clinical hour requirements may choose to advance their research skills by developing a research internship.

The institution sponsoring the internship site(s) will have been in operation for at least two years. Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities. Students will work with both a faculty supervisor and a site supervisor. When requesting supervision from a full time faculty AAMFT Approved Supervisor they students will register for 3 credit hours per term for a minimum of 3 consecutive terms. If students have an AAMFT Approved Supervisor on site to supervise their clinical hours, or need to obtain an outside AAMFT Approved Supervisor, they will register for 1 credit hour per term for a minimum of 3 terms. They will also work with their faculty supervisor as part of their internship experience. When taking 1 credit hour, students need to review their degree plan to ensure they will meet the required credit hours for their degree, and/or they will be required to take two additional elective courses to meet the credit hour internship requirement of a minimum of 9 credit hours.

Research Internship

The Research Internship is designed for students with an MFT, or closely related field, master's degree and license and provides students with an opportunity to further develop their research skills and knowledge of research projects, grants, and other available resources (i.e., working with faculty on research projects). The Research Internship experience requires prior approval by the faculty member/supervisor, Program Director, and internship site. The research internship will also require students to register with a faculty supervisor for 3 consecutive terms for 3 credits each term.

Hybrid Internship

The Hybrid Internship is designed for students with an MFT, or closely related field, master's degree and license and are interested in designed an internship that meets their specific needs and/or interests. It can be a combination Clinical and/or research internship OR a combination to include advanced supervision. The Hybrid Internship will also require students to register with a faculty supervisor for 3 consecutive terms for 3 credits each term. The students and the supervising faculty will develop a specific contract delineating the details of the internship including expectations of outcome which must be approved by the program director prior to starting the internship.

The Teaching Course and Practicum

Students take the Fundamentals of Teaching course during their first or second year in the program. This course is designed to promote learning on how to become an effective instructor/professor as part of a student's professional development and readiness for a teaching career. Upon completion of this course, students are able to work with full time faculty in a practicum type format to advance their teaching skills. They discuss with faculty their interests and obtain permission for a course and term. If the faculty member agrees to work with the student, the student should then email the faculty member detailing what they have agreed on with a copy to the Program Director for final approval with a copy and approval from the faculty member. Such notice should be given well in advance of that term's registration period, with paperwork and approval completed during the term prior to the teaching practicum.

The Supervision Course and Practicum

The Supervision course and supervision practicum are designed to understand and practice simultaneously the fundamentals of supervision and the advancement of a student's supervisory skills. Prior to taking the Supervision course students must have successfully passed their ~~second~~ doctoral Internal Practicum courses. Students will register for the Fundamentals of Supervision course AND also participate in a supervision practicum that same term. Students must contact a supervisor prior to beginning the supervision practicum to request permission to assist supervising. Students may also contact a master's level External Practicum supervisor for permission to assist supervising as well. It is expected that students meet with the supervisor with whom they will be working PRIOR to the term and discuss specifics about the expectations and role of the student supervisor. ~~To be eligible to supervise alongside a full time faculty behind the mirror in a team at BTL, students must have successfully passed their four required Internal Practicums. Students must obtain faculty approval for Supervision Practicum. Typically, these Practicums will entail assisting a full time faculty member in supervising a master's level practicum, though in some instances, helping with doctoral practicums is possible. Students can work with faculty in a supervisory capacity once they complete the Supervision course.~~

~~To obtain permission to take a supervision practicum, students should seek out the full time faculty member they wish to work with and specify what capacity they would like to work with them. If the faculty member agrees to work with the student, the student should then email the faculty member detailing what they have agreed on with a copy to the Program Director for final approval with a copy and approval from the faculty member. Such notice should be given well in advance of that term's registration period, with paperwork and approval completed during the term prior to the practicum.~~

Dissertation

The Ph.D. dissertation consists of original research in the Marriage and Family Therapy field. Students are encouraged to develop research topics that are of interest to them and to promote work in the field. It is highly recommended that students begin their studies with a general idea of a dissertation topic which they begin to evaluate upon entering the program. This assists students in narrowing down the specific nature of their dissertation once the majority of the program requirements have been completed and students are ready to begin their dissertation phase. ~~They~~ Students enroll in their Dissertation courses while completing their ~~Clinical or Research~~ Internship. Students choose one of the Department's full time faculty to serve as their Dissertation Chair to formalize a research study and develop a timeline for moving through the process. Two additional faculty committee members are chosen to serve as consultants and readers. During this time, students work closely with their Dissertation Chair and committee.

Students will have successfully completed their Portfolio processes prior to registering for dissertation credits. The Dissertation process is quite extensive and specific details about how students move through this process and write their dissertation can be found in the DFT Dissertation Guidelines available online at www.shss.nova.edu/studentresources. **Students must take a total of 12 dissertation credit hours;** three credit hours per term for four terms. Three hours of dissertation credits is considered full time by the program. Students must continually be registered for dissertation credits each term until they complete and successfully defend their dissertation, bind, and turn in their final document, and register their dissertation with ProQuest, UML.

The Dissertation process may entail taking more than the minimum of **12 dissertation credit** hours as required by the program. Once a student takes **12 dissertation credits** over four terms, they can register for one credit hour each term thereafter until completion of their dissertation. If, for some reason, students cannot continue working on their dissertation, they must apply in writing to their Dissertation Chair and the Program Director requesting a leave of absence. The Leave of Absence form is located online and must be completed with original signature in BLUE to remain in good academic standing. A student requesting a leave for longer than one term (i.e., two or more), may be unable upon returning to continue with the same dissertation chair and committee. The student must submit a written request to their Dissertation Chair for approval to continue their work and all dissertation forms must be updated. If a Leave of Absence is requested and approved, this does not extend the 7 year timeframe for completing the degree program. Students not enrolled in the program for more than three terms are considered inactive and are required to reapply to the program. If approved for readmission, the student must be continually registered to remain in good standing in the program. Three terms of a Leave of Absence is the maximum for a student to remain active in the program. Students are required to adhere to the dissertation guidelines and timelines. The complete DFT Dissertation Guidelines can be found online at <http://shss.nova.edu/Downloads/mft.htm>.

Individual Supervision for State Licensure or AAMFT Approved Supervisor

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all required practicums and have successfully passed all portfolios. Since such supervision is not considered part of the curriculum, the contract between the student and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled privately. The Department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing or serving on as readers. The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year, offering a discount to students. This process is designed to support students and alumni in becoming licensed in the MFT field.

Concentration in Family Systems Health Care

Students in the Ph.D. program in Family Therapy may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care*
- FSHC 5110 - Practicum II in Family Systems Health Care*
- FSHC 5300 – Integration and Collaboration Among Health Care Systems
- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings
- One Elective

* Students may choose to complete their clinical internship in a medical setting to obtain the required 200 hours of face-to-face client contact for this concentration.

*The catalog is periodically updated online.

Doctor of Marriage and Family Therapy (D.M.F.T.)

Vision Statement

The Doctor of Marriage and Family Therapy with a focus on Advanced Human Systems is an innovative program dedicated to advancing the practice skills for practitioners in mental health fields. This program will foster professional advancement and excellence that provides graduates with high level training that supports the needs of our communities of interest, while focusing on inclusion, diversity, and cultural issues across all settings in which clinical and supervisory services are provided.

Mission Statement

Graduates of the D.M.F.T. program will be trained to work in multiple settings on multiple levels in agencies, treatment facilities, medical facilities, and other locations that provide clinical services. Graduates will be sufficiently trained to develop their own clinical programs, businesses, and educational trainings related to the therapeutic community. Graduates will obtain the coursework and clinical requirements to become a licensed marriage and family therapist intern and with additional clinical hours become a LMFT and approved supervisor.

Program Description

The Doctorate in Marriage and Family Therapy (D.M.F.T.) is a practitioner oriented terminal degree. The primary emphasis of the D.M.F.T. degree program is different from the Ph.D. program in that it seeks specifically to produce professionals whose chief contributions will be in the clinical rather than academic sphere. Still, there is a great deal of overlap in the core curriculum between the two programs.

The D.M.F.T. is a 78 credit-hour program designed for individuals holding master's degrees that prepares graduates for careers as private practitioners, agency administrators, clinical supervisors, and senior clinicians. The D.M.F.T. program is designed to expand and enhance a student's existing clinical skills in order to become top level practitioners, while at the same time demonstrating the place of program/clinical research in this pursuit.

To this end, the D.M.F.T. degree requires students to complete an Applied Clinical Project (APC) rather than a dissertation. The APC requires a student to conceive, propose, implement, and evaluate the effectiveness of a particular clinical program under the supervision of a faculty member. The clinical program under review should be grounded in a systems based approach to family psychotherapy, yet may include large educational and/or consultation components.

The Department of Family Therapy has full and part time faculty and supervisors that represent diversity in race, cultural, gender, age, sexual orientation, and religion. The student body reflects the rich cultural diversity of the University and South Florida as far as race, religion, gender, sexual orientation, and age.

Students entering the D.M.F.T. program are required to have the following core curriculum or closely related equivalent courses prior to entering this advanced systems program. When students need to take any of these prerequisites, these courses must be completed prior to beginning the core D.M.F.T. curriculum.

Introduction to Marriage and Family Therapy
Legal, Ethical and Professional Issues in MFT
Theories of Marital and Family Therapy
Human Development across the Life Cycle
Theories of Personality and Psychopathology
Human Sexuality and Gender
Diversity and Psychosocial Skills
Research in Marriage and Family Therapy
Assessment in Marital and Family Therapy

The 78 credit hour program integrates systemically oriented theory, clinical practice, qualitative, and quantitative research. The core curriculum includes:

Developmental Courses (6 credit hours)

Doctoral Seminars I – II (6 credit hours)

Theory Courses (24 Credits)

Introduction to Systems Theories

Theories of Personality and/or Psychopathology

Crisis Management

Advanced Therapy Courses (9 credit hours-choose 3 courses)

Systemic Family Therapy I (MRI/SFBT)

Systemic Family Therapy II (Narrative Therapy)

Systemic Family Therapy III (Intergenerational Theories)

Systemic Family Therapy IV (Ericksonian and Hypnotherapy)

International Perspectives in Counseling and Therapy

Clinical and Supervision Skills (9 credit hours)

Advanced Clinical/Micro Skills

Supervision in Clinical Settings

Clinical Practicum in Clinical Settings

Research and Grant Writing Skills (9 credit hours)

Qualitative Action Research

Grant Writing for Funding Opportunities

Evidence-based Research Models

Specialization Topics across Cultures/Environments (9 credit hours–choose 3 courses)

Couples Therapy

Medical Family Therapy or Family Systems Healthcare

Relationship Systems Consulting

Private Practice Management

Advanced Bowen Systems

Advanced Couples Therapy

Clinical Internships (12 credit hours)

Internal Practicum I

Internal Practicum II

Clinical Supervision I

Clinical Supervision II

Capstones (9 credit hours)

Clinical Portfolio (0 credit hours)

External Practicum I

External Practicum II

Applied Clinical Project I

Applied Clinical Project II

Elective Courses (Courses can be selected to advance special areas of interests)

Foundations of Teaching

Foundations of Supervision

Language Systems

Thinking Systems

Advanced Research Courses

Quantitative Research I

Quantitative Research II
Qualitative Research I
Qualitative Research II
Substance Abuse/Addictions and Critical Issues
Equine Assisted Family Therapy
Family Therapy Topics (I-VIII)
Independent Study
School-based Family Counseling
Grief and Loss
Academic Writing

Electives are offered at various times throughout a student's program. These courses provide additional offerings for students to expand their field of study and interests.

Students entering fall 2012 begin the 78 credit hour D.M.F.T. program; current students may also choose to take additional courses if desired, but are not required to do so.

Students will be continuously enrolled in clinical practicums in the Family Therapy Clinic at the Brief Therapy Institute (BTI), the on-campus clinical facility. Teams of students meet weekly with a faculty member for live supervision of cases at BTI throughout the calendar year. Once students complete their internal clinical work, they, with the recommendation of their supervisor, take external practicums, where students have the opportunity to gain clinical experiences in real-life settings outside the University.

In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties, such as Family Systems Health Care. Additional courses may help students fulfill many of the course requirements for licensure in Florida (and other states) as a marriage and family therapist.

Students may choose to take more electives than are required or complete a Graduate Certificate in Family Systems Health Care or Qualitative Research with permission from the Program Director. Other courses offered within the University may be considered for elective status pending approval.

During the program, students may also fulfill the academic requirements for becoming a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for an AAMFT Approved Supervisor. Additional MFT continuing education workshops are also offered throughout the year.

Program Formats

The D.M.F.T. is offered residentially and takes a minimum of three years to complete the program. Full-time enrollment is considered to be at least nine credit hours per term, including the summer. Students must be enrolled full-time for the majority of their program to complete the program in the allotted 7 year timeframe. Once students complete their Clinical Portfolio, they can conduct their external practicums at the same time as their Applied Clinical Project (ACP) courses. Students are considered full time when enrolled for 3 ACP credits. If a student requires more than the two terms of ACP, they can take an additional term to complete the program. Students must be continually enrolled in classes in order to remain in the program. If a student cannot take classes due to unforeseen circumstances, they will need to apply for a Leave of Absence.

Degree Plan

Students enter the D.M.F.T. program in the fall term. Following is a sample degree plan. Degree plans are developed during a student's first term and modified if needed throughout their program.

Sample D.M.F.T. Degree Plan: 78 credit hours

<u>Fall (August)</u>	<u>Winter (January)</u>	<u>Summer (May)</u>
<u>DMFT 5001 Doctoral Seminar I</u> <u>DMFT 5006 Introduction to Systems Theory</u> <u>DMFT 5010 Systemic Family Therapy I</u> <u>DMFT 6200 Internal Practicum I</u>	<u>DMFT 5001 Doctoral Seminar I</u> <u>DMFT 5020 Systemic Family Therapy II</u> <u>DMFT 5130 Crisis Management</u> <u>DMFT 6200 Internal Practicum II</u> <u>DMFT 6400 Evidenced-Based Research Methods</u>	<u>DMFT 5001 Doctoral Seminar I</u> <u>DMFT 6325 Fundamentals of Supervision in Marriage and Family Therapy</u> <u>DMFT 6558 Couples Therapy: Theory and Application</u> <u>DMFT 7302 Personality Theories and Psychopathology</u> <u>Or Elective</u> <u>*DMFT 6600 Preliminary Review</u>
<u>DMFT 5002 Doctoral Seminar II</u> <u>DMFT 5030 Systemic Family Therapy III or Elective</u> <u>DMFT 5140 Advanced Micro Skills</u> <u>DMFT 6210 Clinical Practicum (BTI)</u> <u>Elective</u>	<u>DMFT 5002 Doctoral Seminar II</u> <u>DMFT 5040 Systemic Family Therapy IV or Elective</u> <u>DMFT 5340 Grant Writing for Funding Opportunities</u> <u>DMFT 6320 Supervision Practicum I</u> <u>External Practicum I</u>	<u>DMFT 5002 Doctoral Seminar II</u> <u>DMFT 6300 External Clinical Practicum</u> <u>DMFT 6320 Supervision Practicum II</u> <u>DMFT 6410 Qualitative Action Research (10 credit hours)</u> <u>**DMFT 6750 Clinical Portfolio</u>
<u>DMFT 5312 Advanced Substance Abuse Training or Elective</u> <u>Or Elective</u> <u>DMFT 6300 External Clinical Practicum</u>	<u>DMFT 6950 Applied Clinical Project I</u>	<u>DMFT 6950 Applied Clinical Project II</u> <u>Graduation and Celebration (June)</u>

Notes: Preliminary Review is a review of a student's progress over their first year. The Clinical Portfolio provides a student the opportunity to present their advanced clinical work by the end of their second year.

Practicums and Evaluations

DMFT students acquire clinical and supervision hours based on the following criteria:

DMFT 6200 Internal Practicum I and II
DMFT 6210 Clinical Practicum

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DMFT 6300 External Practicum I and II
DMFT 6320 Supervision Practicum I and II

Internal Practicums

Details regarding Practica and the department clinic, the Brief Therapy Institute (BTI), are available in the Policies and Procedures Manual. Policies and Procedures are distributed each trimester to students attending practicum and are available online at <http://shsss.nova.edu/Downloads/mtf.htm>.

Nova Southeastern University and the Department of Family Therapy require that all students complete two HIPAA course requirements found on Blackboard before seeing clients in the clinic. Also, all students are required to complete Background checks which include fingerprinting during the first week of the term, and prior to seeing clients. Contact the Internship Coordinator for more information.

A student's progress in their Internal Practicums is assessed each term in terms of a set of skills (described below) considered necessary for the successful practice of family therapy.

Client Contact Hours

In order to graduate, all students must document that they have a minimum of 1000 hours of appropriately supervised direct client contact hours. At least 500 of the 1000 required hours must be relational hours with couples and/or families present in the room.

Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in a COAMFTE accredited program may petition the program to waive some of the required 1000 direct client contact hours. However, waiving part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program. In order for a waiver request to be approved, the student must also provide a copy of their supervisor's vita and credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor is an AAMFT Approved Supervisor, is a licensed MFT, received training in MFT supervision, is an AAMFT clinical member, and is recognized by a state regulatory body as being an equivalent MFT supervisor.

If a waiver request is approved, students still are required to document 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program before beginning clinical internship. At least 50 of these hours must be accrued at the Brief Therapy Institute (BTI) and practicum hours may be included in the total. In order to count, all direct client contact hours must be supervised by AAMFT Approved Supervisor, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

Documentation of client contact and supervision hours must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have written case notes for all sessions listed. The necessary forms are available online at the SHSS student resources website. Students must submit their completed forms to the Internship Coordinator at the end of each term to ensure progress is recorded and the student file remains updated. Students must submit to the Internship Coordinator the ORIGINAL SIGNED copy of the completed forms with all hours totaled and with all signatures in BLUE. Students must keep a copy of all completed and signed forms during their entire program and for future licensure needs.

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Practicum Confidentiality and Other Considerations (DVDs and/or flash drives)

Clients seen at the Brief Therapy Institute's Family Therapy Clinic sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may NOT use their own DVDs and/or flash drives for recording sessions and all recordings must remain at BTI, on the premises, to ensure confidentiality. Viewing rooms are available at BTI for students to review their own work; they may not view another student's work without his or her prior written consent submitted to the BTI Clinic Office Manager for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Portfolio requirements, they may sign out for a specified amount of time. This must be coordinated through the BTI Clinic Office Manager to ensure proper authorization. AT NO TIME IS CASE INFORMATION TO BE TAKEN OFF CAMPUS.

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If students wish to write about a case seen at BTI and have proper approval, they may schedule times to transcribe materials in the editing suite coordinated through the Clinic Office Manager. No identifying client information can appear on transcripts or written materials or be shared with others.

If students wish to show a recorded session to a professional audience outside of NSU, they must re-contact the clients seen on the recording and explain their request to present the case, when and where and for what purpose. The student must have each adult client sign a release, Authorization for Use or Disclosure of Information for Educational and Related Purposes, in advance of the presentation.

DVDs and the use of portable hard drives will be supplied to students. All DVDs and/or hard drives assigned during a student's time at BTI must be stored at BTI. The Practicum Supervisor at the end of each practicum session returns all related information to BTI for placement in locked storage. DVDs or any client recordings or information are not allowed off BTI premises.

Preliminary Review, Clinical Portfolio and Applied Clinical Project

As a requirement for completing the D.M.F.T. program, students submit for faculty evaluations that include a Preliminary Review of their progress during the summer term of their first year. They also prepare and submit a Clinical Portfolio that includes a written and video presentation of their clinical and supervision work at the end of their second year. The portfolio requirement is also designed to help students become better able to present their work in professional contexts, such as seeking employment and academic exchange. And, at the end of a student's third year, a paper and presentation of their Applied Clinical Project is required.

Each requirement is intended to address major training and academic goals of the program and the student's progress throughout their program. This review process represents a stepping stone experience for students as they prepare to undertake their Applied Clinical Project work. Successful completion of each component indicates that the student is able to plan, undertake, and complete increasingly sophisticated projects, requiring independence of both thought and motivation.

Each of these components and their requirements are described in detail below.

- 1) Preliminary Review (3rd term, end of first year)
- 2) Clinical Portfolio (6th term, end of second year)
- 3) Applied Clinical Project (third year)

1. Preliminary Review

The Preliminary Review consists of an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum of their first year in the program. The materials that make up this review consist of:

- a) A student "self-review", a narrative students create to describe how they have integrated and assimilated the materials from their course requirements into their own professional development as a doctoral level marriage and family therapist, and
- b) The course based papers, presentations, PowerPoint's, and other projects or course based requirements a student produced while completing class requirements.

In the self-review narrative, the student should address in some detail each of the following issues:

- a) Professional growth – including theoretical refinement and sophistication, increasing depth of knowledge about the field in general, and the development of their own professional "voice".
- b) Personal growth – addressing issues of maturity, empathy, and their own ability to manage complex situations and multiple demands on their time, and
- c) Responses to challenges - How in general the student believes they have responded to the challenges posed during the course curriculum. That is to say, how has the student responded when challenged by a course or a professor, or how has the student responded when they believe they are not being challenged enough. The self-review document should be between 5-10 pages in length, double spaced and in appropriate APA format.

Once a student has prepared their Preliminary Review for faculty review, they then will notify the Department Assistant who will convene a committee of two faculty reviewers. Their review will consist of two components:

- 1) A formal review of the materials submitted is conducted to ensure they are complete, in good professional order, and are a good representation of the student's work in the program, and
- 2) Individualized feedback regarding the student's "self-review" statement. In this process, the faculty reviewers are free to give feedback to the student regarding issues of Professional Growth, Personal Growth, and Responses to Challenges, with a particular eye toward how these issues may have been handled in classes. How a student manages these issues in the classroom may say something about the strengths or weaknesses of the student as they work toward completing their program.

The faculty review committee has a period of two weeks from the time of the committee assignment for the completion of the review. The results of these reviews are then submitted to the Program Director, with recommendations that the Preliminary Review is

- a) Accepted as is, with the student receiving only the written feedback of the faculty reviewers,
- b) Requires further information and resubmission on the part of the student to be professionally acceptable, or
- c) Requires a meeting between the student, the faculty reviewers, and the Program Director in order for the review process to proceed. A Preliminary Review is considered to be successfully submitted only when the Chair of the Department signs off on it as such.

2. Clinical Portfolio

The Clinical Portfolio is intended to provide an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity, in a manner and setting similar to that which could be expected in a job interview situation. It should be viewed as the culmination of the in-house clinical training aspect of the doctoral program, and it is designed to allow students to demonstrate the full range and depth of their clinical skills and theoretical knowledge. A student may not submit a Clinical Portfolio for faculty review until they have successfully completed the minimum of two required internal practicum courses and clinical supervision practicum. Student's wishing to enhance their clinical skills or theoretical knowledge may do so with additional practicums, clinical work, or supervision before submitting their Clinical Portfolio. All students must submit a Clinical Portfolio for review at the end of their 2nd year of enrollment in the program.

Clinical Portfolio Components

There are 4 components to a Clinical Portfolio, and they are:

- All of a student's internal practicum evaluation reviews
- Statement of Treatment Philosophy (5-7 pages, double spaced and APA formatted)
- Case Study (Written, single case from inception to treatment completion/evaluation)
- Video presentation (45 min–1 hour, professional audience)

Internal Practicum Reviews

Students as a matter of practice should always retain any and all materials related to their work and/or performance in the program. At the end of each internal practicum, students review with their instructor a practicum evaluation form, giving detailed feedback and suggestions for future development. Students need to present the collection of these practicum evaluations over a minimum of two internal practicums as the first component of their Clinical Portfolio review. Students have the option attaching their own editorial, explanatory, or reflective comments to this document.

Statement of Treatment Philosophy

The Statement of Treatment Philosophy document should be between 5-10 pages, double spaced, and should adhere to all applicable APA formatting conventions. In this document, students should articulate their current overall philosophy of treatment as it applies to their work in the field of marriage and family therapy. This philosophy statement assumes that the student under review is not a "fully formed" or fully finished professional, so it is allowable for the student to talk honestly and openly about the ways they assess their own current stage(s) of development. This statement may even be at odds with the case study or video materials presented in the other parts of the Portfolio, but if it is, it would be important for the statement to address how these disconnects are part of the overall development of the student. The important parts of this statement are the honesty, maturity, integrity and clarity with which the student describes their journey throughout their clinical training they have received in the course of the program, as well as the accuracy of any theoretical assertions they make as well. This document can, and should, serve as a jumping off point for discussions between the student and the faculty reviewers about the current state of clinical development of the student.

Single Case Study

In this section of the Portfolio, the student is asked to describe, in writing, their experience as a primary therapist with a single case, from inception and introduction to completion and evaluation. The purpose of this section of the portfolio is to allow the student to describe in great detail how they managed a case from beginning to end, and in the process of doing so, giving insight into the theories, techniques, approaches, assumptions, supervision, and feedback that guided them through the process. This

component of the Portfolio will be evaluated by the faculty review committee using a rating scale that evaluates the student based on the following criteria:

- 1) All interactions between clients and therapist up to the point when a therapeutic contract is established. (Assesses the Admission to Treatment Core Competency Skills)
- 2) Activities focused on the identification of the issues to be addressed in therapy. (Assesses the Clinical Assessment and Diagnosis Core Competency Skills)
- 3) All activities focused on directing the course of therapy and extra-therapeutic activities. (Assesses the Treatment Planning and Case Management Core Competency Skills)
- 4) All activities designed to ameliorate the clinical issues identified. (Assesses the Therapeutic Interventions Core Competency Skills)
- 5) All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs. (Assesses the Legal Issues, Ethics, and Standards Core Competency Skills)
- 6) Students should organize the respective sections of the written Case Study document accordingly. The Case Study document should also be written in a style that adheres to the most recent edition of APA formatting conventions.

Video Segments Presentation

This section of the Portfolio is designed to allow the student to demonstrate through video segments, the correlation between theory and their actual clinical practices. Each student is required to produce and display between 7-10 video segments that demonstrate the connections between "what they think" and "what they actually do". For each segment presented, the student will assign a number to the clip, then describe the theoretical concept, construct, or technique that they believe most accurately reflects the actions that the audience is about to view. The members of the faculty review committee, after viewing the clip then offer a scaled response that reflects how accurately they believe the video segment actually reflected the concept, construct, or technique listed by the student on the following scale:

- 5 = Very Highly
- 4 = Well
- 3 = Adequately
- 2 = Only Somewhat
- 1 = Not at All

The concepts, constructs, or techniques that the student describes and shows in their video clips can come from any of the courses or supervision they receive during their training in the program. The clips can be arranged to represent a single clinical point of view, or they may be arranged to represent a wide variety of the clinical approaches the student has used in the course of their training. This part of the Portfolio should be representative of a range of work that best demonstrates the student's acquisition of clinical and theoretical skills during the program, regardless of theoretical approach.

Successful completion of this portfolio indicates the faculty's belief that the student is clinically prepared to perform successfully in real life situations and in outside clinical settings. It is expected that students will conduct themselves in a professional and collegial manner throughout the preparation of materials. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

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The full faculty committee will consist of three members of the full time family therapy faculty, selected on a random, rotating basis. Once selected, the three members of the faculty committee will also receive all of the portfolio materials for review. The presentation will be a public event, scheduled for a maximum of two hours time. As a professional presentation, it is important that the student allocate their time for presentation and questions accordingly. Punctuality, time keeping, and facilitation are is an important part of professional presenting.

The review will be publically announced to the Department of Family Therapy community, and open for faculty and students to attend. It will be scheduled for a minimum two weeks after the announcement is formally made. These events are not only a review of the student's portfolio of clinical work, but also an opportunity for active conversation with, and about, the clinical work of their colleagues.

Upon completion of the public presentation, the three members of the faculty review committee consider all of the materials presented in light of 1) the evaluation rubrics attached to those materials; 2) the manner in which they were presented; 3) the overall professionalism of the presenter, including dress, manner, tone, etc.; 4) the manner and substance of the ways in which the presenter handled questions, criticisms, theoretical disagreements, or ethical concerns raised by reviewers or members of the audience during the course of the review. The faculty review committee then decides whether or not, as a consensus opinion, the student has satisfactorily presented a professionally acceptable Clinical Portfolio. If a majority decides that the Portfolio presented is *not* of acceptable professional quality, it is incumbent upon the committee to fashion a detailed report of how and where the portfolio falls short of acceptable professional standards, and to make suggestions for remediation in the future. A student may only submit their Clinical Portfolio for review once per trimester, and may only resubmit a Clinical Portfolio for re-review a maximum of two times. Any student who is unable to submit a professionally acceptable Clinical Portfolio after this will not be allowed to continue in the program.

Portfolio and Exam Timeline Information

For students to remain within the three year completion of the program, they will submit their preliminary review during the 3rd term, clinical portfolio during the 6th term, and show readiness to proceed with their Applied Clinical Project their 3rd year: failure to do so means that a student will need additional time in the program. The program has a maximum of 7 years to complete.

3. Applied Clinical Project (ACP)

The Applied Clinical Project (ACP) should be seen as the capstone experience of the D.M.F.T. degree process. The ACP is the student's demonstration of his/her ability to carry out a high quality, professional program of systemically based treatment. The ACP should be a project the student carries out under SHSS faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program. An ACP is viewed as a career launching undertaking. At the time of its culmination, students should be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise.

Students select a DFT full-time faculty supervisor and one other full-time faculty reviewer for their ACP only after they have completed the majority of their coursework and have successfully passed their Clinical Portfolio. All proposals, data collection, and analysis toward the completion of the ACP must be conducted under faculty supervision.

At the end of the ACP, students will develop a professional quality presentation and review of their entire project to a faculty committee and the public. The faculty committee will consist of their project supervisor, faculty reviewer, and any other students and terminally degreed professionals that the student wishes to invite. However, only full time faculty of SHSS will have the final say on the acceptability of the final product and its final presentation. Students register for a minimum of 6 credit hours of Applied Clinical Project. Students must continue to register for ACP credit hours until they complete, successfully defend, and finalize their project. This may entail taking more than the minimum Applied Clinical Project credit hours stipulated in the catalog. If for some reason, students cannot continue working on their ACP, they must apply in writing to their faculty supervisor and Program Director for a leave of absence, which must be in place three weeks prior to the start of a trimester. If a student requests a leave for longer than one term or takes a second term-long leave, they may not be able, upon their return, to continue with the faculty supervisor with whom they had earlier been working. If a student requests a leave for longer than three consecutive terms and has not registered for the following term, they are considered inactive and would need to reapply to the program. If a Leave of Absence is requested and approved, this does not extend the 7 year timeframe for completing the degree program.

Individual Supervision for State Licensure or AAMFT Membership

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all required practicums and have successfully passed all portfolios. Since such supervision is not considered part of the curriculum, the contract between the student and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled privately. The Department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing or serving on as readers. The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year, offering a discount to students. This process is designed to support students and alumni in becoming licensed in the MFT field.

Concentration in Family Systems Health Care

Students in the D.M.F.T. program may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care*
- FSHC 5110 - Practicum II in Family Systems Health Care*
- FSHC 5300 – Integration and Collaboration Among Health Care Systems
- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings
- One Elective

Students may choose to complete their external practicum/ internship in a medical setting to obtain the required 200 hours of face-to-face client contact for this concentration.

*The catalog is periodically updated online.

Vision Statement

~~The Ph.D. Program in Family Therapy strives to develop students who are committed to academic and clinical innovation and prepared for advanced leadership in the field of Couples and Family Therapy. The application of systemic/relational theory is the foundation for such training and is utilized to support a vision in service to culturally and sexually diverse populations in a variety of settings. Our program further strives to uphold all professional standards in the field.~~

Mission Statement

~~The SHSS Doctorate of Philosophy (Ph.D.) in Family Therapy program is committed to academic and clinical innovation and excellence, preparing students to become leaders in therapy, consultation, research, and teaching. In addition, the Ph.D. in Family Therapy offers high quality clinical services to individuals, families, and others in the community. Applying a systemic (holistic and contextual) perspective to our teaching and clinical supervision, we focus on the relational strengths and resources of both students and clients with an appreciation of and respect for diversity and social justice.~~

Program Description

~~The Ph.D. in Family Therapy program prepares graduates for careers as professors, researchers, supervisors, and senior clinicians. The Ph.D. in Family Therapy at Nova Southeastern University is fully accredited with the~~

~~Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)~~

112 South Alfred, Alexandria, VA 22314-3061
(703) 838-9808; Fax: (703) 838-9805; <http://www.aamft.org>

The Ph.D. in Family Therapy is a 96-credit-hour program designed for individuals holding master's degrees who wish to fully grasp both the historical as well as cutting-edge theory informing the current practice of family therapy. The program is also dedicated to understanding the relationship between theoretical ideas and the variety of established and emerging schools of family therapy. The program is designed to enhance students' clinical skills in order to become top-level practitioners, while at the same time demonstrating the place of qualitative and quantitative research in this pursuit. Graduates of the program should look forward to productive careers in academic, supervisory, clinic, and community-based employment settings.

The Department of Family Therapy has full-time faculty and supervisors that represent racial diversity as well as diversity in gender, age, and religion. The part-time faculty and supervisors also include cultural, gender, age, sexual orientation, and religious diversity. The student body of the doctoral program reflects the rich cultural diversity of South Florida and across the nation as far as race, religion, gender, sexual orientation, and age.

This Ph.D. in Family Therapy is a 96-credit-hour degree program that integrates systemically-oriented theory and clinical practice, language and thinking systems, and qualitative and quantitative research. The core curriculum includes:

- Four courses that explore the clinical contributions of three major systems paradigms: cybernetics, language-based, and natural systems. However, brief, interactional therapies such as MRI (Mental Research Institute), Solution-Focused approaches, Ericksonian hypnotherapy, and the Milan Associates models receive the greatest exploration. Therapies based in narrative and intergenerational and multigenerational traditions are also covered.
- Four terms of continuous enrollment in clinical practicums at the Family Therapy Clinic at the Family Therapy Clinic, the DFT on-campus clinical facility. Teams of students (maximum of 6) meet weekly with a faculty member/supervisor to work with live, community-referred cases and supervision of cases throughout the calendar year. During a student's fourth practicum, they may choose a flexible practicum provided for students to see cases independently at the Clinic. The faculty supervisor must approve this independent placement.
- Four courses in research methods, two quantitative and two qualitative, which provide comprehensive coverage of marriage and family therapy research, statistics, various research methodologies, and computer analysis and interpretation.
- Two theory courses, one devoted to the cybernetic systems ideas of Gregory Bateson, the other to the language-based systems (e.g., social constructionism, feminism, and postmodernism).
- One course in the teaching of family therapy. This course prepares student learning and practice in becoming faculty in the MFT field.
- One course in the supervision of family therapy clinicians. This course fulfills the didactic instruction component for AAMFT Approved Supervisor status.

Clinical Internships designed to provide students with a supervised, full-time experience (three terms) emphasize relationally-focused practice and/or research. The majority of a student's course requirements must be completed before they can begin their internship experience. They must also have successfully completed their Clinical Portfolio.

In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties and across other programs within the Graduate School of Humanities and Social Sciences. Additional courses may support students in fulfilling course requirements for licensure as a marriage and family therapist in Florida and other states.

Many students choose to take electives to enhance their learning in special topics. Elective courses at the doctoral level may be taken with the permission of the Program Director. Elective courses available to doctoral students within the Family Therapy Department include Couples Therapy, Family Business, Organization Consulting, Grief and Loss, Academic Writing, International Counseling and Therapy, School-Based Family Counseling, Advanced Bowen Systems, and all courses in the Family Systems Health Care (medical family therapy) graduate certificate program. Other courses offered within NSU may be considered pending approval from the Program Director. During the Ph.D. program, students may also fulfill the academic requirements for becoming a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for AAMFT Approved Supervisors. For licensed marriage and family therapists, additional training and supervision to become AAMFT Approved Supervisors is provided through the Brief Therapy Institute.

Program Formats

The residentially offered Ph.D. in Family Therapy program can be completed in 5 years; the maximum timeframe is 7 years. Full time enrollment is considered to be at least nine credit hours per term, fall, winter, and summer. Once students begin their dissertation, they are considered full time when registered for at least three credit hours per term. After taking 12 credit hours of dissertation, students may enroll in one dissertation credit hour per term and still be considered full time in the program. Students must continually be enrolled to remain active in the program. If a student cannot take classes due to unforeseen circumstances, s/he would need to apply for a Leave of Absence three weeks prior the beginning of a trimester. Approval by the Program Director is required. Students can request a leave of absence for no more than three terms. A student who has not registered in one year is considered inactive and must reapply to the program.

Program Specifics

Prerequisites

Before entering the program, all students must document at least three graduate level three credit hour courses: two that covers basic family therapy concepts, and one course in human development and individual and group psychotherapy. Any student not having these courses or their equivalent must initially take and pass, as leveling courses, the following courses:

- SFTD 5007: Research in Marital and Family Therapy
- SFTD 5008: Introduction to Marital and Family Therapy: Counseling Theories and Techniques
- SFTD 5009: Theories of Marital and Family Therapy

- ~~SFTD 5045: Group Psychotherapy~~
- ~~SFTD 5046: Human Development Across the Life Cycle~~

~~Students can take the following course to meet licensure requirements:~~

- ~~SFTD 5311: Substance Abuse/Addictions and Critical Issues in Systems Theory~~

~~Leveling courses must be completed prior to being fully admitted into the program. These 15 credit hours do not count toward the 96 credit hour degree requirement.~~

~~Before entering Internal Practicum I, students are required to complete the following courses:~~

- ~~SFTD 5006: Introduction to Systems Theory;~~
- ~~SFTD 5300: Legal, Ethical, and Professional Issues and~~
- ~~SFTD 5008: Introduction to Marriage and Family Therapy~~

~~All students must take and pass the following requirements prior to or during the beginning of their first trimester and prior to enrolling in Internal Practicum I:~~

- ~~Two HIPAA certificate courses~~
- ~~A full Background check, including fingerprinting~~
- ~~CITI course prior to conducting any research~~

~~Sample Ph.D. Degree Plan: 96 credit hours~~

Fall (August)	Winter (January)	Summer (May)
SFTD 5006 Introduction to Systems Theory *SFTD 5008 Introduction to Marital and Family Therapy: Counseling Theories and Techniques SFTD 5300 Legal, Ethical, and Professional Issues SFTD 6520 Diversity and Psychosocial Issues	*SFTD 5007 Research in Marriage and Family Therapy *SFTD 5009 Theories of Marriage and Family Therapy *SFTD 5045 Group Psychotherapy *SFTD 5046 Human Development Across the Life Cycle	SFTD 7301 Assessment in Marital and Family Therapy SFTD 7302 Personality Theories & Psychopathology SFTD 7311 Human Sexuality and Gender
SFTD 5001 Doctoral Seminar I SFTD 5010 Systemic Family Therapy I SFTD 5120 Thinking Systems SFTD 6200 Internal Practicum I †	SFTD 5002 Doctoral Seminar II SFTD 5020 Systemic Family Therapy II SFTD 5110 Language Systems SFTD 6200 Internal Practicum II	SFTD 5410 Quantitative Research † SFTD 6200 Internal Practicum III SFTD 6321 Fundamentals of Teaching Marriage and Family Therapy

SFTD-5003-Doctoral-Seminar III SFTD-5030-Systemic-Family Therapy-III SFTD-6200-Internal-Practicum IV SFTD-6410-Quantitative Research-II	SFTD-5040-Systemic-Family Therapy-IV SFTD-6430-Qualitative-Research-I SFTD-6530-Family-Therapy-Topics ***SFTD-7360-Teaching-Practicum **SFTD-6750-Clinical-Portfolio	SFTD-6325-Fundamentals-of Supervision-in-Marriage-and Family-Therapy SFTD-7350-Qualitative-Research II **SFTD-6650-Coursework Portfolio **SFTD-6825-Academic/ Research-Portfolio
SFTD-7410-Clinical-Internship ***SFTD-6320-Supervision Practicum SFTD-6900-Dissertation	SFTD-7410-Clinical-Internship SFTD-6900-Dissertation Dissertation-Proposal-Defense	SFTD-7410-Clinical-Internship SFTD-6900-Dissertation
SFTD-6900-Dissertation	Final-Defense	TOTAL-96-Credits GRADUATION-CEREMONY (June)

Notes: Courses are prerequisite to the program and not included in the 96-credit requirement. Portfolios are completed by the end of the third year.

Clinical Practicums

Students complete four internal practicums at the Family Therapy Clinic at the Brief Therapy Institute. During this practicum sequence students see their own clients and are supervised in teams and individually. Details regarding practicum and the department clinic are available in the Policies and Procedures Manual of the Brief Therapy Institute. Policies and Procedures are required reading and understanding of all policies and are available online at <http://shsss.nova.edu/Downloads/mtf.htm>. In depth discussions of all policies will be a part of internal practicums.

Nova Southeastern University and the Department of Family Therapy require that all students successfully complete the two NSU HIPAA certificate requirements during their first term in the program. These programs are uploaded on each student's Blackboard at the beginning of the first trimester. Certificates must be printed, name entered in BLUE, and submitted to the DFT Internship Coordinator.

Background checks and fingerprinting are required of ALL students and must be completed during the first two weeks of enrollment. Students will contact the DFT Internship Coordinator for detailed information on these procedures that are also located at <http://shsss.nova.edu/Downloads/mtf.htm>

Client Contact Hours

In order to graduate, all students must document that they have a minimum of 1000 hours of appropriately supervised direct client contact hours. At least 500 of the 1000 required hours must be with couples and/or families present in the room.

~~Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in a COAMFTE-accredited program may petition the program to waive some of the required 1000 direct client contact hours. However, waiving part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program. In order for a waiver request to be approved, the student must also provide a copy of their supervisor's vita and credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor is an AAMFT Approved Supervisor, is a licensed MFT, has received training in MFT supervision, is an AAMFT Clinical Fellow, and is recognized by a state regulatory body as being an equivalent MFT supervisor.~~

~~If a waiver request is approved, students still are required to document 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program before beginning clinical internship. At least 50 of these hours must be accrued at the Brief Therapy Institute (BTI) and practicum hours may be included in the total. In order to count, all direct client contact hours must be supervised by AAMFT Approved Supervisor, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.~~

~~Documentation of client contact and supervision hours must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have written case notes for all sessions listed. The necessary forms are available online at the SHSS student resources website. Students must submit their completed forms to the Internship Coordinator at the end of EACH term to ensure progress is recorded and the student file remains updated. Students must submit to the Internship Coordinator the ORIGINAL SIGNED copy of the completed forms with all hours totaled and with all signatures in BLUE. Students must keep a copy of all completed and signed forms during their entire program and for future licensure needs.~~

~~**Practicum Confidentiality and Other Considerations (DVDs and/or flash drives)**~~

~~Clients seen at the Brief Therapy Institute's Family Therapy Clinic sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may NOT use their own DVDs and/or flash drives for recording sessions and all recordings must remain at BTI, on the premises, to ensure confidentiality. Viewing rooms are available at BTI for students to review their own work; they may not view another student's work without his or her prior written consent submitted to the BTI Clinic Office Manager for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Portfolio requirements, they may sign out for a specified amount of time. This must be coordinated through the BTI Clinic Office Manager to ensure proper authorization. AT NO TIME IS CASE INFORMATION TO BE TAKEN OFF CAMPUS.~~

~~If students wish to write about a case seen at BTI and have proper approval, they may schedule times to transcribe materials in the editing suite coordinated through the Clinic Office Manager. No identifying client information can appear on transcripts or written materials or be shared with others.~~

~~If students wish to show a recorded session to a professional audience outside of NSU, they must either have written consent or re-contact the clients seen on the recording and explain their request to present the case, when and where and for what purpose. The student must have each adult client sign a release, Authorization for Use or Disclosure of Information for Educational and Related Purposes, in advance of the presentation.~~

DVDs and the use of portable hard drives are supplied to students. All DVDs and/or hard drives assigned during a student's time at BTI must be stored at BTI. The Practicum Supervisor at the end of each practicum session returns all related information to BTI for placement in locked storage. DVDs or any client recordings or information are not allowed off BTI premises.

Portfolios and Evaluations

As a requirement of completing the doctoral program, a student must submit for faculty evaluation three separate performance-based portfolios. Each of these portfolios is designed to help present evidence of how they met various aspects of the program's learning objectives and outcomes. The portfolio requirement is also designed to help students become better able to present their work in professional contexts, such as seeking employment and academic exchange. Each of the three portfolios and their requirements are described in detail below.

The three components of the Portfolio process are:

- 1- Coursework Portfolio
- 2- Clinical Portfolio
- 3- Academic/Research Portfolio

Each portfolio is intended to address major training and academic goals of the program. The portfolio process represents a steppingstone experience for students as they prepare to undertake their dissertation. Successful completion of each successive portfolio indicates that the student is able to plan, undertake, and complete increasingly sophisticated projects, requiring independence of both thought and motivation.

While it must be recognized that a student can complete the required portfolios in any order they choose, the most common sequence of fulfillment is the one described below. A student must successfully complete all three of the required portfolios however before they may sign up for dissertation credits.

1- Coursework Portfolio

This portfolio is an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum. The materials that make up this portfolio consist of: a) a student "self-review", which is a narrative the student creates to describe how they have integrated and assimilated all of the materials from their course requirements into their own professional development as a doctoral level marriage and family therapist; and b) the course-based papers, presentations, PowerPoint's, and other projects or course-based requirements a student produced while completing class requirements. This portfolio can only be submitted for review after the student has successfully completed all required coursework. A template outlining a completed Coursework Portfolio is available on the student resources section of the department website.

Once a student has successfully finished all of their required courses, they then will undertake to complete a "self-review" of their progress in the years since they began the program. The time frames will vary because of individual student schedules and choices, but generally students complete the course work portion of the program in between 2-4 years time. In the narrative of the self-review, the student should be sure to address in some detail each of the following issues: 1) *Professional growth*—including theoretical refinement and sophistication, increasing depth of knowledge about the field in general, and the development of their own professional "voice"; 2) *Personal growth*—addressing issues of maturity, empathy, and their own ability to

manage complex situations and multiple demands on their time; and 3) *Responses to Challenge* — How in general the student believes they have responded to the challenges posed during the completion of the course curriculum. That is to say, how has the student responded when challenged by a course or a professor, or how has the student responded when they believe they are not being challenged enough. The self-review document should be between 5-15 pages in length, double-spaced, utilizing the latest APA formatting style.

The materials that a student has produced to meet all of their course requirements should always be saved in electronic format, and collected in an electronic database like Microsoft OneNote for easy cataloging. These materials should be organized for faculty review by being placed in a logical or chronological order, so that the reviewer can see a progression of thought, development, and sophistication in the student's work over time.

Once a student has prepared their Coursework Portfolio for faculty review, they then will notify the Program Coordinator. The program coordinator will convene a committee of two faculty reviewers to review the submitted materials. Their review will consist of two components: 1) A formal, checklist-based review of the materials, to make sure that materials from each of the required courses are submitted for review. The faculty reviewers will check to make sure that all of the materials a student lists on their checklist are present, and in good professional order, and are a good representation of the student's work in the classroom, and 2) Individualized feedback regarding the student's "self-evaluation" statement. In this process, the faculty reviewers are free to give feedback to the student regarding issues of Professional Growth, Personal Growth, and Responses to Challenge, with a particular eye toward how these issues may have been handled in classes. How a student manages these issues in the classroom may say something about the strengths or weaknesses of the student as they work toward completing their dissertation research.

The faculty review committee has a period of two (2) weeks from the time of the committee assignment for the completion of both reviews. The results of these reviews are then submitted to the Chair of the Department, with recommendations that the Portfolio is: a) accepted as is, with the student receiving only the written feedback of the faculty reviewers, b) requires further revision and resubmission on the part of the student to be professionally acceptable, or c) requires a meeting between the student, the faculty reviewers, and the Chair in order for the review process to proceed. A Coursework Portfolio is considered to be successfully submitted only when the Chair of the Department signs off on it as such.

2- Clinical Portfolio

The Clinical Portfolio is intended to provide an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity, in a manner and setting similar to that which could be expected in a job interview situation. It should be viewed as the culmination of the in-house clinical training aspect of the doctoral program, and it is designed to allow students to demonstrate the full range and depth of their clinical skills and theoretical knowledge. To submit a Clinical Portfolio for faculty review, a student must have successfully completed the minimum of four (4) required internal practicum courses. Student's wishing to enhance their clinical skills or theoretical knowledge may do so with additional practica, clinical work, or supervision before submitting their Clinical Portfolio. All students must

submit a Clinical Portfolio for review no later than the end of their 4thth year of enrollment in the program.

Clinical Portfolio Components

There are 4 components to a Clinical Portfolio, and they are:

- All of a student's internal practicum evaluation reviews
- Statement of Treatment Philosophy (5-7 pages, double-spaced, APA formatted)
- Case Study (Written, single case from inception to treatment completion/evaluation)
- Video presentation (45 min-1 hour, professional audience)

Internal Practicum Reviews

Students as a matter of practice should always retain any and all materials related to their work and/or performance in the program. At the end of each internal practicum, students review with their instructor a practicum evaluation form, giving detailed feedback and suggestions for future development. Students need to present the collection of these practicum evaluations over a minimum of four internal practica as the first component of their Clinical Portfolio review. Students have the option of attaching their own editorial, explanatory, or reflective comments to this document.

Statement of Treatment Philosophy

The Statement of Treatment Philosophy document should be between 5-7 pages, double spaced, and should adhere to all applicable APA formatting conventions. In this document, students should articulate their current overall philosophy of treatment as it applies to their work in the field of marriage and family therapy. This philosophy statement assumes that the student under review is not a "fully formed" or fully finished professional, so it is allowable for the student to talk honestly and openly about the ways they assess their own current stage(s) of development. This statement may even be at odds with the case study or video materials presented in the other parts of the Portfolio, but if it is, it would be important for the statement to address how these disconnects are part of the overall development of the student. The important parts of this statement are the honesty, maturity, integrity, and clarity with which the student describes their journey throughout the years of clinical training they have received in the course of the program, as well as the accuracy of any theoretical assertions they make as well. This document can, and should, serve as a jumping-off point for discussions between the student and the faculty reviewers about the current state of clinical development of the student.

Single Case Study

In this section of the Portfolio, the student is asked to describe, in writing, their experience as a primary therapist with a single case, from inception and introduction to completion and evaluation. The purpose of this section of the portfolio is to allow the student to describe in great detail the how they managed a case from beginning to end, and in the process of doing so, giving insight into the theories, techniques, approaches, assumptions, supervision, and feedback that guided them through the process. This component of the Portfolio will be evaluated by the faculty review committee using a rating scale that evaluates the student based on the following criteria:

- 1) All interactions between clients and therapist up to the point when a therapeutic contract is established. (Assesses the Admission to Treatment Core Competency Skills)

- 2) Activities focused on the identification of the issues to be addressed in therapy. (Assesses the Clinical Assessment and Diagnosis Core Competency Skills)
- 3) All activities focused on directing the course of therapy and extra-therapeutic activities. (Assesses the Treatment Planning and Case Management Core Competency Skills)
- 4) All activities designed to ameliorate the clinical issues identified. (Assesses the Therapeutic Interventions Core Competency Skills)
- 5) All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs. (Assesses the Legal Issues, Ethics, and Standards Core Competency Skills)

Students should organize the respective sections of the written Case Study document accordingly. The Case Study document should also be written in a style that adheres to the most recent edition of APA formatting conventions.

Video Segments Presentation

This section of the Clinical Portfolio is designed to allow the student to demonstrate through video segments, the correlation between theory and their actual clinical practices. Each student is required to produce and display between 7-10 video segments that demonstrate the connections between "what they think" and "what they actually do". For each segment presented, the student will assign a number to the clip, then describe the theoretical concept, construct, or technique that they believe most accurately reflects the actions that the audience is about to view. The members of the faculty review committee, after viewing the clip then offer a scaled response that reflects how accurately they believe the video segment actually reflected the concept, construct, or technique listed by the student on the following scale:

- 5 = Very Highly
- 4 = Well
- 3 = Adequately
- 2 = Only Somewhat
- 1 = Not at All

The concepts, constructs, or techniques that the student describes and shows video clips displaying can come from any of the classes, courses, or supervision they receive during their training in the program. The clips can be arranged to represent a single clinical point of view, or they may be arranged to represent a wide variety of the clinical approaches the student has used in the course of their training. This part of the Portfolio should be representative of a range of work that best demonstrates the student's acquisition of clinical and theoretical skills during the program, regardless of theoretical approach.

Successful completion of this portfolio indicates the faculty's belief that the student is clinically prepared to perform successfully in real life situations and in outside clinical settings. It is expected that students will conduct themselves in a professional and collegial manner throughout the preparation of materials. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

The committee will consist of three members of the full time family therapy faculty, selected on a random, rotating basis. Once selected, the three members of the

committee will receive all portfolio materials for review. The review will be a public event, scheduled for a maximum of two hours time. As a professional presentation, it is important that the student allocate the time for presentation and questions accordingly. Punctuality, time keeping, and facilitation are important parts of professional presentations.

The review will be publically announced to the Department of Family Therapy community, and open for only faculty and students to attend. It will be scheduled for a minimum two weeks after the announcement is formally made. These events are not only a review of the student's portfolio of clinical work, but also an opportunity for active conversation with, and about, the clinical work of their colleagues. Upon completion of the public presentation, the faculty review committee considers all of the materials presented in light of:

- 1) The evaluation rubrics attached to those materials;
- 2) The manner in which they were presented;
- 3) The overall professionalism of the presenter, including dress, manner, tone, etc.;
- and
- 4) The manner and substance of the ways in which the presenter handled questions, criticisms, theoretical disagreements, or ethical concerns raised by reviewers or members of the audience during the course of the review.

The faculty review committee then decides whether or not, as a consensus opinion, the student has satisfactorily presented a professionally acceptable Clinical Portfolio. If the consensus reached is not unanimous among the committee members, it is incumbent upon the dissenting opinion to inform the student of their views, and the reasons for them, in a separate report. If a majority decides that the Portfolio presented is *not* of acceptable professional quality, it is incumbent upon the committee to fashion a detailed report of how and where the portfolio falls short of acceptable professional standards, and to make suggestions for remediation in the future.

A student may only submit one Clinical Portfolio for review per trimester, and may only resubmit a Clinical Portfolio for re-review a maximum of two times. Any student who is unable to submit a professionally acceptable Clinical Portfolio after this will not be allowed to continue in the program.

3. Academic/Research Portfolio

The Academic/Research Portfolio is designed to demonstrate the academic and professional research accomplishments of a student during their time in the doctoral program. As a matter of professional development and career building, students are strongly encouraged to participate in academic publishing and professional presentations before local, statewide, national, and international audiences. Students who participate in these activities may petition to have some or all of these experiences count toward the successful completion of the Portfolio requirement.

All students are required to demonstrate that they possess doctoral level competency in both writing and professional presentation skills. To do so, they may choose any one of the three paths described below to demonstrate they possess these requisite skills. The Academic/Research Portfolio may be submitted for review any time after the student completes 2 years of the program, but must be submitted for review no later than the student's 4th year of enrollment in the program. An Academic/Research Portfolio that is judged not to meet minimally acceptable professional standards may

be resubmitted, with appropriate revisions, no sooner than the next trimester. It is strongly suggested that students submit their Academic/Research Portfolio while they are in their 3rd year of enrollment and no later than their 4th year. All students must have their Academic/Research Portfolio accepted by a three member full time faculty review committee by no later than their 4th year of enrollment.

There are three options by which students may meet the requirements of the Academic/Research Portfolio outlined below. Every option consists of a written component and a professional presentation component, and each must be successfully presented for the student to complete this requirement.

• **Option 1**

Written Component

A student may submit an original, professional journal publishable quality paper, on a topic relevant to the field of family therapy. This paper is then read by a committee of 3 full time family therapy faculty members, and is evaluated in accordance with the written guidelines governing the Substantive Qualifying Exam. A student must receive an average overall score of 4 or above from the 3 reviewers to successfully complete this part of the portfolio.

The text of the paper, exclusive of the title page, abstract, and references, may not exceed 25 pages. Papers must follow stylistic guidelines of the most recent edition of the American Psychological Association Publication Manual. The topic of these academic papers may be case studies, research reports, theoretical essays, or professional issue position papers. If a student submits a case study or a research report, they must preserve the data on which the work is based (e.g., videotapes, detailed case notes of clinical work, research protocols, transcripts, signed informed consent forms) until the paper has passed the entire process.

Presentation Component

The second component of Option 1 requires that the student then also present an acceptable quality professional level presentation on a topic relevant to a marriage and family therapy audience. This presentation will be 30-45 minutes long, and will be offered to the entire Department of Family Therapy community. This presentation will be evaluated by a committee of 3 faculty evaluators, who will judge its professional quality based on a set of published guidelines evaluating elements such as preparation, utilization of technology, poise, clarity of presentation, management of questions from the audience, accuracy of research, adherence to ethical standards and guidelines, and academic rigor.

If the faculty evaluation committee determines that a student has not successfully completed this portion of the Portfolio, they as a group are responsible to give detailed and specific feedback to the student regarding their suggestions and concerns. The student may then reschedule another presentation on either the same or a different topic no sooner than the following trimester. Students may re-present a maximum of 2 times after their initial offering. Students who do not successfully complete this requirement after a maximum of 3 attempts may not continue in the program.

• **Option 2**

Written Component

In Option 2, the requirements of the written component are identical to the requirements listed above in Option 1.

Presentation Component

However, in Option 2, a student may satisfy the Presentation Component criteria by being a part of one or more professional presentations before local, statewide, or national audiences. To be considered as equivalent experiences, such presentations should occur in settings where submission is subject to a peer review process, and the length of the presentation is greater than 1 hour. Because of the wide variety of professional presentation options available, students will need to submit a description of their professional presentation experience(s), along with copies of all relevant presentation materials to a committee of three (3) full time family therapy faculty reviewers. Any such presentations must be based on materials, projects, or research that the student has been involved in since they were enrolled in the family therapy program.

• **Option 3**

Written Component

In order to fulfill the written component requirement, a student may submit for review an article that they are the first author on. This article must have been accepted for publication in a peer reviewed, family therapy or other closely related professional journal. A committee of 3 full time family therapy faculty will review the article, and determine by majority vote if in their opinion it meets acceptable professional standards for doctoral level writing. If in the opinion of the faculty review committee it does not, the student will be asked to submit another article, or will be required to meet the written component of the portfolio in the manner outlined above in Options 1 and 2.

Presentation Component

In this Option, the student may meet the presentation requirement either by a) presenting on the topic of the paper that was submitted, b) submitting a list of their previous professional presentation credentials, along with any appropriate accompanying materials for faculty review, or c) presenting for the Department of Family Therapy community as described in Option 1 above.

Portfolio Timeline Information

There is no single guideline for the order or time frame in which portfolios are submitted. However, a doctoral student may not begin their clinical internship until they have successfully completed their Clinical Portfolio, and they may not sign up for dissertation credits until they have successfully completed all of their Portfolio requirements. All portfolios must be completed by students by the beginning of their 5th year in the program. Failure to do so means that a student is at significantly greater risk of not completing the doctoral program within the prescribed 7 year limit, and may be grounds for the Chair of the Department to call a meeting to review the overall progress of the student.

Individual Student Evaluations

Individual student evaluations are conducted on a continuing basis throughout a student's program. Students identified as requiring additional academic, clinical and/or professional skills, meet with the instructor/supervisor. Recommendations for progress are made at that time. Additional meetings with the Program Director may occur.

Evaluations are based on the student's overall performance, attitude, conduct, preparation, and professionalism may or may not be reflective of the overall grade the student earned in the course. Faculty recommendations are presented to the student.

Clinical or Research Internship

An Internship of one year (3 consecutive trimesters) is designed to provide the student with a supervised full-time experience, emphasizing relationally focused practice and/or research. The majority of a student's course requirements must be completed before beginning the internship experience. Students must have successfully passed their Clinical Portfolio requirement.

The Clinical Internship is designed to provide students with a clinical experience to gain professional experience in the practice of marriage and family therapy. An AAMFT Approved Supervisor will supervise the intern's clinical work. Students are required to develop a clinical contract with their AAMFT Approved Supervisor and obtain approval prior to beginning at an internship site.

Students who have met their clinical hour requirements may choose to advance their research skills by developing a research internship.

The Research Internship is designed to provide students with an opportunity to further develop their research skills and knowledge of research projects, grants, and other available resources (i.e., working with faculty on research projects). The Research Internship experience requires prior approval by the faculty member/supervisor, Program Director, and internship site.

The institution sponsoring the internship site(s) will have been in operation for at least two years. Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities. Students will work with both a faculty supervisor and a site supervisor. When requesting supervision from a full-time faculty AAMFT Approved Supervisor they will register for 3 credit hours per term for a minimum of 3 terms. If students have an AAMFT Approved Supervisor on site to supervise their clinical hours, or need to obtain an outside AAMFT Approved Supervisor, they will register for 1 credit hour per term for a minimum of 3 terms. They will also work with their faculty supervisor as part of their internship experience. When taking 1 credit hour, students need to review their degree plan to ensure they will meet the required credit hours for their degree, and/or they will be required to take two additional elective courses to meet the credit hour internship requirement of a minimum of 9 credit hours.

The Teaching Course and Practicum

Students take the Fundamentals of Teaching course during their first or second year in the program. This course is designed to promote learning on how to become an effective instructor/professor as part of a student's professional development and readiness for a teaching career. Upon completion of this course, students are able to work with full-time faculty in a practicum type format to advance their teaching skills. They discuss with faculty their interests and obtain permission for a course and term. If the faculty member agrees to work with the student, the student should then email the faculty member detailing what they have agreed on with a copy to the Program Director for final approval with a copy and approval from the faculty member. Such notice should be given well in advance of that term's registration period, with paperwork and approval completed during the term prior to the teaching practicum.

The Supervision Course and Practicum

The Supervision course is designed to understand the fundamentals of supervision and the advancement of a student's supervisory skills. Prior to taking the Supervision course students must have successfully passed their second doctoral Internal Practicum course. To be eligible to supervise alongside a full time faculty behind the mirror in a team at BTI, students must have successfully passed their four required Internal Practicums. Students must obtain faculty approval for Supervision Practicum. Typically, these Practicums will entail assisting a full time faculty member in supervising a master's level practicum, though in some instances, helping with doctoral practicums is possible. Students can work with faculty in a supervisory capacity once they complete the Supervision course.

To obtain permission to take a supervision practicum, students should seek out the full time faculty member they wish to work with and specify what capacity they would like to work with them. If the faculty member agrees to work with the student, the student should then email the faculty member detailing what they have agreed on with a copy to the Program Director for final approval with a copy and approval from the faculty member. Such notice should be given well in advance of that term's registration period, with paperwork and approval completed during the term prior to the practicum.

Dissertation

The Ph.D. dissertation consists of original research in the Marriage and Family Therapy field. Students are encouraged to develop research topics that are of interest to them and to promote work in the field. They enroll in their Dissertation courses while completing their Clinical or Research Internship. Students choose one of the Department's full time faculty to serve as their Dissertation Chair to formalize a research study and develop a timeline for moving through the process. Two additional faculty committee members are chosen to serve as consultants and readers. During this time, students work closely with their Dissertation Chair and committee.

Students will have successfully completed their Portfolio processes prior to registering for dissertation credits. The Dissertation process is quite extensive and specific details about how students move through this process and write their dissertation can be found in the DFT Dissertation Guidelines available online at www.shss.nova.edu/studentresources. Students must take a total of 12 dissertation credit hours; three credit hours per term for four terms. Three hours of dissertation credits is considered full time by the program. Students must continually be registered for dissertation credits each term until they complete and successfully defend their dissertation, bind, and turn in their final document, and register their dissertation with ProQuest, UMI.

The Dissertation process may entail taking more than the minimum of 12 dissertation credit hours as required by the program. Once a student takes 12 dissertation credits over four terms, they can register for one credit hour each term thereafter until completion of their dissertation. If, for some reason, students cannot continue working on their dissertation, they must apply in writing to their Dissertation Chair and the Program Director requesting a leave of absence. The Leave of Absence form is located online and must be completed with original signature in BLUE to remain in good academic standing. A student requesting a leave for longer than one term (i.e., two or more), may be unable upon returning to continue with the same dissertation chair and committee. The student must submit a written request to their Dissertation Chair for approval to continue their work and all dissertation forms must be updated. If a Leave of Absence is requested and approved, this does not extend the 7 year timeframe for completing the degree program. Students not enrolled in the program for more than three terms are considered inactive and are required to reapply to the program. If

approved for readmission, the student must be continually registered to remain in good standing in the program. Three terms of a Leave of Absence is the maximum for a student to remain active in the program. Students are required to adhere to the dissertation guidelines and timelines. The complete DFT Dissertation Guidelines can be found online at <http://shss.nova.edu/Downloads/mft.htm>.

Individual Supervision for State Licensure or AAMFT Approved Supervisor

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all required practicums and have successfully passed all portfolios. Since such supervision is not considered part of the curriculum, the contract between the student and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled privately. The Department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing or serving on as readers. The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year, offering a discount to students. This process is designed to support students and alumni in becoming licensed in the MFT field.

Concentration in Family Systems Health Care

Students in the Ph.D. program in Family Therapy may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 Family Systems Health Care I
- FSHC 5010 Family Systems Health Care II
- FSHC 5100 Practicum I in Family Systems Health Care*
- FSHC 5110 Practicum II in Family Systems Health Care*
- FSHC 5300 Integration and Collaboration Among Health Care Systems
- FSHC 5500 Politics and Economics of Health Care
- FSHC 6400 Understanding Human Systems in Health Care Settings
- One Elective

* Students may choose to complete their clinical internship in a medical setting to obtain the required 200 hours of face-to-face client contact for this concentration.

*The catalog is periodically updated online.

Doctor of Marriage and Family Therapy (D.M.F.T.)

Vision Statement

The Doctor of Marriage and Family Therapy with a focus on Advanced Human Systems is an innovative program dedicated to advancing the practice skills for practitioners in mental health fields. This program will foster professional advancement and excellence that provides graduates with high-level training that supports the needs of our communities of interest, while focusing on inclusion, diversity, and cultural issues across all settings in which clinical and supervisory services are provided.

Mission Statement

Graduates of the D.M.F.T. program will be trained to work in multiple settings on multiple levels in agencies, treatment facilities, medical facilities, and other locations that provide clinical services. Graduates will be sufficiently trained to develop their own clinical programs, businesses, and educational trainings related to the therapeutic community. Graduates will obtain the coursework and clinical requirements to become a licensed marriage and family therapist intern and with additional clinical hours become a LMFT and approved supervisor.

Program Description

The Doctorate in Marriage and Family Therapy (D.M.F.T.) is a practitioner-oriented terminal degree. The primary emphasis of the D.M.F.T. degree program is different from the Ph.D. program in that it seeks specifically to produce professionals whose chief contributions will be in the clinical rather than academic sphere. Still, there is a great deal of overlap in the core curriculum between the two programs.

The D.M.F.T. is a 78-credit-hour program designed for individuals holding master's degrees that prepares graduates for careers as private practitioners, agency administrators, clinical supervisors, and senior clinicians. The D.M.F.T. program is designed to expand and enhance a student's existing clinical skills in order to become top-level practitioners, while at the same time demonstrating the place of program/clinical research in this pursuit.

To this end, the D.M.F.T. degree requires students to complete an Applied Clinical Project (APC) rather than a dissertation. The APC requires a student to conceive, propose, implement, and evaluate the effectiveness of a particular clinical program under the supervision of a faculty member. The clinical program under review should be grounded in a systems based approach to family psychotherapy, yet may include large educational and/or consultation components.

The Department of Family Therapy has full and part time faculty and supervisors that represent diversity in race, cultural, gender, age, sexual orientation, and religion. The student body reflects the rich cultural diversity of the University and South Florida as far as race, religion, gender, sexual orientation, and age.

Students entering the D.M.F.T. program are required to have the following core curriculum or closely related equivalent courses prior to entering this advanced systems program. When students need to take any of these prerequisites, these courses must be completed prior to beginning the core D.M.F.T. curriculum:

Introduction to Marriage and Family Therapy
Legal, Ethical and Professional Issues in MFT
Theories of Marital and Family Therapy
Human Development across the Life Cycle
Theories of Personality and Psychopathology
Human Sexuality and Gender
Diversity and Psychosocial Skills
Research in Marriage and Family Therapy
Assessment in Marital and Family Therapy

The 78 credit hour program integrates systemically oriented theory, clinical practice, qualitative, and quantitative research. The core curriculum includes:

Developmental Courses (6 credit hours)

—— Doctoral Seminars I — II (6 credit hours)

Theory Courses (24 Credits)

—— Introduction to Systems Theories
—— Theories of Personality and/or Psychopathology
—— Crisis Management
—— Advanced Therapy Courses (9 credit hours choose 3 courses)
—— Systemic Family Therapy I (MRI/SFBT)
—— Systemic Family Therapy II (Narrative Therapy)
—— Systemic Family Therapy III (Intergenerational Theories)
—— Systemic Family Therapy IV (Ericksonian and Hypnotherapy)
—— International Perspectives in Counseling and Therapy

Clinical and Supervision Skills (9 credit hours) ——

—— Advanced Clinical/Micro Skills
—— Supervision in Clinical Settings
—— Clinical Practicum in Clinical Settings

Research and Grant Writing Skills (9 credit hours)

—— Qualitative Action Research
—— Grant Writing for Funding Opportunities
—— Evidence-based Research Models

Specialization Topics across Cultures/Environments (9 credit hours—choose 3 courses)

- Couples Therapy
- Medical Family Therapy or Family Systems Healthcare
- Relationship Systems Consulting
- Private Practice Management
- Advanced Bowen Systems
- Advanced Couples Therapy

Clinical Internships (12 credit hours)

- Internal Practicum I
- Internal Practicum II
- Clinical Supervision I
- Clinical Supervision II

Capstones (9 credit hours)

- Clinical Portfolio (0 credit hours)
- External Practicum I
- External Practicum II
- Applied Clinical Project I
- Applied Clinical Project II

Elective Courses (Courses can be selected to advance special areas of interests)

- Foundations of Teaching
- Foundations of Supervision
- Language Systems
- Thinking Systems
- Advanced Research Courses
 - Quantitative Research I
 - Quantitative Research II
 - Qualitative Research I
 - Qualitative Research II
- Substance Abuse/Addictions and Critical Issues
- Equine Assisted Family Therapy
- Family Therapy Topics (I-VIII)
- Independent Study
- School-based Family Counseling
- Grief and Loss
- Academic Writing

Electives are offered at various times throughout a student's program. These courses provide additional offerings for students to expand their field of study and interests.

Students entering fall 2012 begin the 78 credit hour D.M.F.T. program; current students may also choose to take additional courses if desired, but are not required to do so.

Students will be continuously enrolled in clinical practicums in the Family Therapy Clinic at the Brief Therapy Institute (BTI), the on-campus clinical facility. Teams of students meet weekly with a faculty member for live supervision of cases at BTI throughout the calendar year. Once students complete their internal clinical work, they, with the recommendation of their supervisor, take external practicums, where students have the opportunity to gain clinical experiences in real-life settings outside the University.

In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties, such as Family Systems Health Care. Additional courses may help students fulfill many of the course requirements for licensure in Florida (and other states) as a marriage and family therapist.

Students may choose to take more electives than are required or complete a Graduate Certificate in Family Systems Health Care or Qualitative Research with permission from the Program Director. Other courses offered within the University may be considered for elective status pending approval.

During the program, students may also fulfill the academic requirements for becoming a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for an AAMFT Approved Supervisor. Additional MFT continuing education workshops are also offered throughout the year.

Program Formats

The D.M.F.T. is offered residually and takes a minimum of three years to complete the program. Full-time enrollment is considered to be at least nine credit hours per term, including the summer. Students must be enrolled full-time for the majority of their program to complete the program in the allotted 7-year timeframe. Once students complete their Clinical Portfolio, they can conduct their external practicums at the same time as their Applied Clinical Project (ACP) courses. Students are considered full-time when enrolled for 3 ACP credits. If a student requires more than the two terms of ACP, they can take an additional term to complete the program. Students must be continually enrolled in classes in order to remain in the program. If a student cannot take classes due to unforeseen circumstances, they will need to apply for a Leave of Absence.

Degree Plan

Students enter the D.M.F.T. program in the fall term. Following is a sample degree plan. Degree plans are developed during a student's first term and modified if needed throughout their program.

Sample D.M.F.T. Degree Plan: 78 credit hours

Fall (August)	Winter (January)	Summer (May)
DMFT-5001-Doctoral Seminar-I	DMFT-5001-Doctoral Seminar-I	DMFT-5001-Doctoral Seminar-I
DMFT-5006-Introduction to Systems Theory	DMFT-5020-Systemic Family Therapy-II	DMFT-6325-Fundamentals of Supervision in Marriage and Family Therapy
DMFT-5010-Systemic Family Therapy-I	DMFT-5130-Crisis Management	DMFT-6558-Couples Therapy: Theory and Application
DMFT-6200-Internal Practicum-I	DMFT-6200-Internal Practicum-II	DMFT-7302-Personality Theories and Psychopathology
	DMFT-6400-Evidenced-Based Research Methods	Or Elective
		*DMFT-6600-Preliminary Review

DMFT-5002-Doctoral-Seminar-II DMFT-5030-Systemic-Family-Therapy-III-or-Elective DMFT-5140-Advanced-Micro-Skills DMFT-6210-Clinical-Practicum-(BTI) Elective	DMFT-5002-Doctoral-Seminar-II DMFT-5040-Systemic-Family-Therapy-IV-or-Elective DMFT-5340-Grant-Writing-for-Funding-Opportunities DMFT-6320-Supervision-Practicum-I External-Practicum-I	DMFT-5002-Doctoral-Seminar-II DMFT-6300-External-Clinical-Practicum DMFT-6320-Supervision-Practicum-II DMFT-6410-Qualitative-Action-Research (10-credit-hours) **DMFT-6750-Clinical-Portfolio
DMFT-5312-Advanced-Substance-Abuse-Training-or-Elective Or-Elective DMFT-6300-External-Clinical-Practicum	DMFT-6950-Applied-Clinical-Project-I	DMFT-6950-Applied-Clinical-Project-II Graduation-and-Celebration-(June)

Notes: Preliminary Review is a review of a student's progress over their first year. The Clinical Portfolio provides a student the opportunity to present their advanced clinical work by the end of their second year.

Practicums and Evaluations

DMFT students acquire clinical and supervision hours based on the following criteria:

DMFT 6200 Internal Practicum I and II

DMFT 6210 Clinical Practicum

DMFT 6300 External Practicum I and II

DMFT 6320 Supervision Practicum I and II

Internal Practicums

Details regarding Practica and the department clinic, the Brief Therapy Institute (BTI), are available in the Policies and Procedures Manual. Policies and Procedures are distributed each trimester to students attending practicum and are available online at <http://shss.nova.edu/Downloads/mtf.htm>.

Nova Southeastern University and the Department of Family Therapy require that all students complete two HIPAA course requirements found on Blackboard before seeing clients in the clinic. Also, all students are required to complete Background checks which include fingerprinting during the first week of the term, and prior to seeing clients. Contact the Internship Coordinator for more information.

A student's progress in their Internal Practicums is assessed each term in terms of a set of skills (described below) considered necessary for the successful practice of family therapy.

Client Contact Hours

In order to graduate, all students must document that they have a minimum of 1000 hours of appropriately supervised direct client contact hours. At least 500 of the 1000 required hours must be relational hours with couples and/or families present in the room.

Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in a COAMFTE accredited program may petition the program to waive some of the required 1000 direct client contact hours. However, waiving part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program. In order for a waiver request to be approved, the student must also provide a copy of their supervisor's vita and credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor is an AAMFT Approved Supervisor, is a licensed MFT, received training in MFT supervision, is an AAMFT clinical member, and is recognized by a state regulatory body as being an equivalent MFT supervisor.

If a waiver request is approved, students still are required to document 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program before beginning clinical internship. At least 50 of these hours must be accrued at the Brief Therapy Institute (BTI) and practicum hours may be included in the total. In order to count, all direct client contact hours must be supervised by AAMFT Approved Supervisor, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

Documentation of client contact and supervision hours must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have written case notes for all sessions listed. The necessary forms are available online at the SHSS student resources website. Students must submit their completed forms to the Internship Coordinator at the end of each term to ensure progress is

recorded and the student file remains updated. Students must submit to the Internship Coordinator the ORIGINAL SIGNED copy of the completed forms with all hours totaled and with all signatures in BLUE. Students must keep a copy of all completed and signed forms during their entire program and for future licensure needs.

Practicum Confidentiality and Other Considerations (DVDs and/or flash drives)

Clients seen at the Brief Therapy Institute's Family Therapy Clinic sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may NOT use their own DVDs and/or flash drives for recording sessions and all recordings must remain at BTI, on the premises, to ensure confidentiality. Viewing rooms are available at BTI for students to review their own work; they may not view another student's work without his or her prior written consent submitted to the BTI Clinic Office Manager for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Portfolio requirements, they may sign out for a specified amount of time. This must be coordinated through the BTI Clinic Office Manager to ensure proper authorization. **AT NO TIME IS CASE INFORMATION TO BE TAKEN OFF CAMPUS.**

If students wish to write about a case seen at BTI and have proper approval, they may schedule times to transcribe materials in the editing suite coordinated through the Clinic Office Manager. No identifying client information can appear on transcripts or written materials or be shared with others.

If students wish to show a recorded session to a professional audience outside of NSU, they must re-contact the clients seen on the recording and explain their request to present the case, when and where and for what purpose. The student must have each adult client sign a release, Authorization for Use or Disclosure of Information for Educational and Related Purposes, in advance of the presentation.

DVDs and the use of portable hard drives will be supplied to students. All DVDs and/or hard drives assigned during a student's time at BTI must be stored at BTI. The Practicum Supervisor at the end of each practicum session returns all related information to BTI for placement in locked storage. DVDs or any client recordings or information are not allowed off BTI premises.

Preliminary Review, Clinical Portfolio and Applied Clinical Project

As a requirement for completing the D.M.F.T. program, students submit for faculty evaluations that include a Preliminary Review of their progress during the summer term of their first year. They also prepare and submit a Clinical Portfolio that includes a written and video presentation of their clinical and supervision work at the end of their second year. The portfolio requirement is also designed to help students become better able to present their work in professional contexts, such as seeking employment and academic exchange. And, at the end of a student's third year, a paper and presentation of their Applied Clinical Project is required.

Each requirement is intended to address major training and academic goals of the program and the student's progress throughout their program. This review process represents a stepping stone experience for students as they prepare to undertake their Applied Clinical Project work. Successful completion of each component indicates that the student is able to plan, undertake, and complete increasingly sophisticated projects, requiring independence of both thought and motivation.

Each of these components and their requirements are described in detail below:

- 1) Preliminary Review (3rd term, end of first year)
- 2) Clinical Portfolio (6th term, end of second year)
- 3) Applied Clinical Project (third year)

1. Preliminary Review

The Preliminary Review consists of an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum of their first year in the program. The materials that make up this review consist of:

- a) A student "self-review", a narrative students create to describe how they have integrated and assimilated the materials from their course requirements into their own professional development as a doctoral level marriage and family therapist, and
- b) The course-based papers, presentations, PowerPoint's, and other projects or course based requirements a student produced while completing class requirements.

In the self-review narrative, the student should address in some detail each of the following issues:

- a) *Professional growth* — including theoretical refinement and sophistication, increasing depth of knowledge about the field in general, and the development of their own professional "voice",
- b) *Personal growth* — addressing issues of maturity, empathy, and their own ability to manage complex situations and multiple demands on their time, and
- c) *Responses to challenges* — How in general the student believes they have responded to the challenges posed during the course curriculum. That is to say, how has the student responded when challenged by a course or a professor, or how has the student responded when they believe they are not being challenged enough. The self-review document should be between 5-10 pages in length, double spaced and in appropriate APA format.

Once a student has prepared their Preliminary Review for faculty review, they then will notify the Department Assistant who will convene a committee of two faculty reviewers. Their review will consist of two components:

- 1) A formal review of the materials submitted is conducted to ensure they are complete, in good professional order, and are a good representation of the student's work in the program, and
- 2) Individualized feedback regarding the student's "self-review" statement. In this process, the faculty reviewers are free to give feedback to the student regarding issues of Professional Growth, Personal Growth, and Responses to Challenges, with a particular eye toward how these issues may have been handled in classes. How a student manages these issues in the classroom may say something about the strengths or weaknesses of the student as they work toward completing their program.

The faculty review committee has a period of two weeks from the time of the committee assignment for the completion of the review. The results of these reviews are then submitted to the Program Director, with recommendations that the Preliminary Review is

- a) Accepted as is, with the student receiving only the written feedback of the faculty reviewers,
- b) Requires further information and resubmission on the part of the student to be professionally acceptable, or

e) Requires a meeting between the student, the faculty reviewers, and the Program Director in order for the review process to proceed. A Preliminary Review is considered to be successfully submitted only when the Chair of the Department signs off on it as such.

2- Clinical Portfolio

The Clinical Portfolio is intended to provide an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity, in a manner and setting similar to that which could be expected in a job interview situation. It should be viewed as the culmination of the in-house clinical training aspect of the doctoral program, and it is designed to allow students to demonstrate the full range and depth of their clinical skills and theoretical knowledge. A student may not submit a Clinical Portfolio for faculty review until they have successfully completed the minimum of two required internal practicum courses and clinical supervision practicum. Student's wishing to enhance their clinical skills or theoretical knowledge may do so with additional practicums, clinical work, or supervision before submitting their Clinical Portfolio. All students must submit a Clinical Portfolio for review at the end of their 2nd year of enrollment in the program.

Clinical Portfolio Components

There are 4 components to a Clinical Portfolio, and they are:

- All of a student's internal practicum evaluation reviews
- Statement of Treatment Philosophy (5-7 pages, double spaced and APA formatted)
- Case Study (Written, single case from inception to treatment completion/evaluation)
- Video presentation (45 min-1 hour, professional audience)

Internal Practicum Reviews

Students as a matter of practice should always retain any and all materials related to their work and/or performance in the program. At the end of each internal practicum, students review with their instructor a practicum evaluation form, giving detailed feedback and suggestions for future development. Students need to present the collection of these practicum evaluations over a minimum of two internal practicums as the first component of their Clinical Portfolio review. Students have the option attaching their own editorial, explanatory, or reflective comments to this document.

Statement of Treatment Philosophy

The Statement of Treatment Philosophy document should be between 5-10 pages, double spaced, and should adhere to all applicable APA formatting conventions. In this document, students should articulate their current overall philosophy of treatment as it applies to their work in the field of marriage and family therapy. This philosophy statement assumes that the student under review is not a "fully formed" or fully finished professional, so it is allowable for the student to talk honestly and openly about the ways they assess their own current stage(s) of development. This statement may even be at odds with the case study or video materials presented in the other parts of the Portfolio, but if it is, it would be important for the statement to address how these disconnects are part of the overall development of the student. The important parts of this statement are the honesty, maturity, integrity and clarity with which the student describes their journey throughout their clinical training they have received in the course of the program, as well as the accuracy of any theoretical assertions they make as well. This document can, and should, serve as a jumping off point for discussions between the student and the faculty reviewers about the current state of clinical development of the student.

Single Case Study

In this section of the Portfolio, the student is asked to describe, in writing, their experience as a primary therapist with a single case, from inception and introduction to completion and evaluation. The purpose of this section of the portfolio is to allow the student to describe in great detail how they managed a case from beginning to end, and in the process of doing so, giving insight into the theories, techniques, approaches, assumptions, supervision, and feedback that guided them through the process. This component of the Portfolio will be evaluated by the faculty review committee using a rating scale that evaluates the student based on the following criteria:

- 1) All interactions between clients and therapist up to the point when a therapeutic contract is established. (Assesses the Admission to Treatment Core Competency Skills)
- 2) Activities focused on the identification of the issues to be addressed in therapy. (Assesses the Clinical Assessment and Diagnosis Core Competency Skills)
- 3) All activities focused on directing the course of therapy and extra-therapeutic activities. (Assesses the Treatment Planning and Case Management Core Competency Skills)
- 4) All activities designed to ameliorate the clinical issues identified. (Assesses the Therapeutic Interventions Core Competency Skills)
- 5) All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs. (Assesses the Legal Issues, Ethics, and Standards Core Competency Skills)
- 6) Students should organize the respective sections of the written Case Study document accordingly. The Case Study document should also be written in a style that adheres to the most recent edition of APA formatting conventions.

Video Segments Presentation

This section of the Portfolio is designed to allow the student to demonstrate through video segments, the correlation between theory and their actual clinical practices. Each student is required to produce and display between 7-10 video segments that demonstrate the connections between "what they think" and "what they actually do". For each segment presented, the student will assign a number to the clip, then describe the theoretical concept, construct, or technique that they believe most accurately reflects the actions that the audience is about to view. The members of the faculty review committee, after viewing the clip then offer a scaled response that reflects how accurately they believe the video segment actually reflected the concept, construct, or technique listed by the student on the following scale:

- 5 = Very Highly
- 4 = Well
- 3 = Adequately
- 2 = Only Somewhat
- 1 = Not at All

The concepts, constructs, or techniques that the student describes and shows in their video clips can come from any of the courses or supervision they receive during their training in the program. The clips can be arranged to represent a single clinical point of view, or they may be arranged to represent a wide variety of the clinical approaches the student has used in the course of their training. This part of the Portfolio should be representative of a range of work that best demonstrates the student's acquisition of clinical and theoretical skills during the program, regardless of theoretical approach.

Successful completion of this portfolio indicates the faculty's belief that the student is clinically prepared to perform successfully in real life situations and in outside clinical settings. It is expected that students will conduct themselves in a professional and collegial manner throughout the preparation of materials. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

The full faculty committee will consist of three members of the full time family therapy faculty, selected on a random, rotating basis. Once selected, the three members of the faculty committee will also receive all of the portfolio materials for review. The presentation will be a public event, scheduled for a maximum of two hours time. As a professional presentation, it is important that the student allocate their time for presentation and questions accordingly. Punctuality, time keeping, and facilitation are an important part of professional presenting.

The review will be publically announced to the Department of Family Therapy community, and open for faculty and students to attend. It will be scheduled for a minimum two weeks after the announcement is formally made. These events are not only a review of the student's portfolio of clinical work, but also an opportunity for active conversation with, and about, the clinical work of their colleagues.

Upon completion of the public presentation, the three members of the faculty review committee consider all of the materials presented in light of 1) the evaluation rubrics attached to those materials; 2) the manner in which they were presented; 3) the overall professionalism of the presenter, including dress, manner, tone, etc.; 4) the manner and substance of the ways in which the presenter handled questions, criticisms, theoretical disagreements, or ethical concerns raised by reviewers or members of the audience during the course of the review. The faculty review committee then decides whether or not, as a consensus opinion, the student has satisfactorily presented a professionally acceptable Clinical Portfolio. If a majority decides that the Portfolio presented is *not* of acceptable professional quality, it is incumbent upon the committee to fashion a detailed report of how and where the portfolio falls short of acceptable professional standards, and to make suggestions for remediation in the future. A student may only submit their Clinical Portfolio for review once per trimester, and may only resubmit a Clinical Portfolio for re-review a maximum of two times. Any student who is unable to submit a professionally acceptable Clinical Portfolio after this will not be allowed to continue in the program.

Portfolio and Exam Timeline Information

For students to remain within the three year completion of the program, they will submit their preliminary review during the 3rd term, clinical portfolio during the 6th term, and show readiness to proceed with their Applied Clinical Project their 3rd year; failure to do so means that a student will need additional time in the program. The program has a maximum of 7 years to complete.

3. Applied Clinical Project (ACP)

The Applied Clinical Project (ACP) should be seen as the capstone experience of the D.M.F.T. degree process. The ACP is the student's demonstration of his/her ability to carry out a high quality, professional program of systemically based treatment. The ACP should be a project the student carries out under SHSS faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program. An ACP is viewed as a career launching undertaking. At the time of its culmination, students should be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise.

Students select a DFT full-time faculty supervisor and one other full-time faculty reviewer for their ACP only after they have completed the majority of their coursework and have successfully passed their Clinical Portfolio. All proposals, data collection, and analysis toward the completion of the ACP must be conducted under faculty supervision.

At the end of the ACP, students will develop a professional quality presentation and review of their entire project to a faculty committee and the public. The faculty committee will consist of their project supervisor, faculty reviewer, and any other students and terminally degreed professionals that the student wishes to invite. However, only full-time faculty of SHSS will have the final say on the acceptability of the final product and its final presentation. Students register for a minimum of 6 credit hours of Applied Clinical Project. Students must continue to register for ACP credit hours until they complete, successfully defend, and finalize their project. This may entail taking more than the minimum Applied Clinical Project credit hours stipulated in the catalog. If for some reason, students cannot continue working on their ACP, they must apply in writing to their faculty supervisor and Program Director for a leave of absence, which must be in place three weeks prior to the start of a trimester. If a student requests a leave for longer than one term or takes a second term-long leave, they may not be able, upon their return, to continue with the faculty supervisor with whom they had earlier been working. If a student requests a leave for longer than three consecutive terms and has not registered for the following term, they are considered inactive and would need to reapply to the program. If a Leave of Absence is requested and approved, this does not extend the 7-year timeframe for completing the degree program.

Individual Supervision for State Licensure or AAMFT Membership

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all required practicums and have successfully passed all portfolios. Since such supervision is not considered part of the curriculum, the contract between the student and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled privately. The Department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing or serving on as readers. The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year, offering a discount to students. This process is designed to support students and alumni in becoming licensed in the MFT field.

Concentration in Family Systems Health Care

Students in the D.M.F.T. program may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the

role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):-

- FSHC 5000 Family Systems Health Care I
- FSHC 5010 Family Systems Health Care II
- FSHC 5100 Practicum I in Family Systems Health Care*
- FSHC 5110 Practicum II in Family Systems Health Care*
- FSHC 5300 Integration and Collaboration Among Health Care Systems
- FSHC 5500 Politics and Economics of Health Care
- FSHC 6400 Understanding Human Systems in Health Care Settings
- One Elective

Students may choose to complete their external practicum/ internship in a medical setting to obtain the required 200 hours of face-to-face client contact for this concentration.

*The catalog is periodically updated online.

ABOUT OUR MASTER'S PROGRAMS

M.S. in Conflict Analysis & Resolution

Program Description

The M.S. in Conflict Analysis & Resolution is designed to train reflective professionals in the practice, design, and evaluation of a variety of conflict resolution applications. The M.S. program focuses on pragmatic approaches to solving problems inherent in human social relations. Students are exposed to a wide array of techniques and strategies to help people achieve nonviolent, non-litigious solutions for conflicts that arise in many personal, professional, organizational, and social environments. The M.S. program consists of a 13-course (39 credits) sequence that includes conflict resolution theory, practice skills, field placement, research design, and program evaluation.

You may elect to complete a general course of student or pursue concentrations in the following areas:

- Conflict & Crisis Management
- Culture and Ethnic Conflict
- International Peace and Conflict
- Conflict in Organizations, Schools and Healthcare

Students pursuing a concentration must take 6 additional credits above degree requirements.

Program Formats

The M.S. program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study conflict resolution in a creative, rigorous, and structured fashion.

Students may enroll full or part time, taking six to nine credit hours per term. Students who attend full-time can expect to complete the program in 19 months. Part-time students will complete the program in 2 1/2 years. Summer attendance is mandatory.

Students taking online classes are required to attend two Residential Institutes (RI) per academic year. Each RI is 5 days. Currently the RIs are held in February and October. Please visit <http://shss.nova.edu/RI> for current information. New students may have an additional day at RI for the Graduate Student Seminar.

Faculty Mentors

Each student upon enrollment in the program will be assigned a faculty mentor. The mentor acts as a guide to the student in terms of selection of electives and professional planning. The mentor should also be consulted for guidance even the event the student experiences difficulty in the program. After the student has been taking classes in the department, the student may ask to be assigned to any other DCAR faculty member as their mentor. This request should be made to the Program Coordinator. The Program Coordinator will attempt to honor the student's request to the extent possible while striving to maintain a consistent ratio between students and mentors.

Student Advising

A student who wishes to seek advising regarding course selection or their degree plan should consult with the Program Coordinator or the Practicum Coordinator. In addition to coordinating their practicum experience, the Practicum Coordinator maintains and updates degree plans.

Degree Plans

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Degree Plan: 39 credits hours

	Fall (August)	Winter (January)	Summer (May)
Year 1	CARM 5000: Foundations and Development of Conflict Resolution & Peace Studies CARM 5040: Communication Dynamics in Dispute Resolution: The Human Factor CARM 6120: Culture and Conflict: Cross-cultural Perspectives	CARM 5020: Theories & Philosophies of Conflict and Peace CARM 5140: Negotiation Theory and Practice CARM 5200: Research Design and Program Evaluation	CARM 6130: Practicum I: Supervised Field Experience CARM 66__: Elective CARM 6140: Facilitation Theory and Practice (on campus)
Year 2	CARM 66__: Elective CARM 66__: Elective	CARM 66__: Elective CARM 5100: Mediation Theory and Practice	Comprehensive Examination- Given in May and January Graduation and Celebration

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Program Specifics

Practicum

To complete the M.S. in Conflict Analysis & Resolution, students must complete Practicum I, including the accrual of at least 65 hours of practicum. Students may elect to complete Practicum II as an elective. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize conflict resolution methodology and theory within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Practicum provides a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Practicum Coordinator will work with students to establish a placement suited to each student's interests, if possible.

Practicum placements have been established in an array of settings, such as schools, prisons, court systems, parks, human services agencies, community organizations and corporations. Additionally, the student is encouraged to explore and initiate a Practicum setting specific to their own individual interests. If a student finds an appropriate site, the Practicum Coordinator will assist the student in calling the site and negotiating for a placement.

Some practicum sites require a background check before the practicum placement can begin. This includes schools and other organizations involving children or other vulnerable individuals, law enforcement agencies, etc. Generally the background check is at the student's expense and should be done as soon as possible before the practicum term.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum

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Coordinator and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Please consult the Practicum Coordinator and Practicum Professor for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend one or more sessions. Students may also seek individual in-person or telephonic appointments with the Practicum Coordinator for assistance with practicum placements.

Please visit <http://shss.nova.edu/Downloads/car.htm> for the Practicum Handbook and forms.

Master's Thesis Option

The student may write a research thesis. The thesis is 6 credits and counts as two electives. Instead of the electives offered in the fall and winter terms of the second year, thesis students register for Master's Thesis. Entrance into the thesis track is not automatic; students must meet eligibility requirements. Please visit <http://shss.nova.edu/Downloads/car.htm> for the Master's Thesis handbook.

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Examinations and Evaluations

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, students must pass a comprehensive examination to be awarded the M.S. in Conflict Analysis & Resolution. To be eligible to sit for the exam, a student must have completed all coursework and practicum hours, have maintained a "B" average in all classes with no "incomplete" grades, and be considered in *good standing* with no disciplinary actions pending or disciplinary tasks to complete. Students must also have met their financial obligations to the university to be in good standing and be able to register for the exam. The comprehensive exam is an assessment of one's ability to integrate the knowledge and skills gained through course work and the practicum experience. The exam tests a student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

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The comprehensive exam is offered three times a year: in January, May, and August. The exam has two sections; students must answer two questions from each section. The sections are:

- Theories (morning)
- Practice (afternoon)

The exam takes an entire day. The student is given four hours to complete each section, with a lunch break in between sections. Students have the choice of sitting for the exam on NSU's main campus, at selected NSU Educational Centers, or at another site approved by DCAR. If the student takes the exam at NSU or an NSU center, there are no assessed fees related to the exam. Some approved locations, such as testing centers, may charge a fee for proctoring the exam. Should the student choose to take the exam at such a location, that fee is the responsibility of the student.

Several faculty members are assigned to be reviewers for each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. All four questions must be answered correctly to pass the exam. For a response to be considered a fail, two faculty reviewers must grade it as such. Students must retake all questions failed.

Students have seven years to complete all degree requirements.

M.S. in Family Therapy

Vision Statement

The Master's Program in Family Therapy strives to educate and train students to become competent Couples and Family therapists with the ability to work with culturally and sexually diverse populations and marginalized groups in individual, couple, family, group and organizational settings. Our program further strives to uphold all professional standards in the field.

Mission Statement

The Master's Program in Family Therapy provides training using a relational/systemic theoretical lens in work with individuals, couples, families, groups and organizations. The program curriculum emphasizes the ethical and professional practice of Couples and Family Therapy, offering professional and scholarly services to the community including culturally and sexually diverse populations and other marginalized groups. Through these practices, the program demonstrates a commitment to issues of cultural and sexual diversity, inclusion, and international sensitivity. The program provides a global perspective of research, scholarship and service and participates in reflective practices through self-evaluation and input from our communities of interest as we strive to maintain the highest professional standards.

Program Description

The M.S. in Family Therapy is designed to help students develop clinical excellence and prepare for careers as marriage and family therapists. Students are prepared to assume professional positions in private practice, employee assistance programs, managed care and health care organizations, child care and child development systems, family service agencies, schools, churches, hospitals, and other clinical and organizational settings.

The SIXTY CREDIT HOUR degree program consists of coursework and clinical practice. Training is concentrated on brief, interactional models of family therapy, preparing our graduates to practice in a time-sensitive, cost-effective manner. The M.S. in Family Therapy has full accreditation with the:

Commission on Accreditation for Marriage and Family Therapy Education
(COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)
112 South Alfred Street, Alexandria, VA 22314-3061
(703) 838-9809; <http://www.aamft.org>

Sample Degree Plan: 48 credit hours

<u>Fall (August)</u>	<u>Winter (January)</u>	<u>Summer (May)</u>
SFTM 5310 Introduction to Systems Theory SFTM 5320 Introduction to Marital and Family Therapy: Counseling Theories and Techniques SFTM 6340 Legal, Ethical, and Professional Issues SFTM. NEEDS COURSE NUMBER Human Development	SFTM 5321 Theories of Marriage and Family Therapy SFTM 5400 Internal Practicum I SFTM 6374 Group Psychotherapy	SFTM 5400 Internal Practicum II SFTM 6332 Human Sexuality and Gender SFTM 6333 Personality Theories and Psychopathology ELECTIVE of student's choice
SFTM 5322 Clinical Practice in Marriage & Family Therapy (must be taken with an External Practicum) SFTM 6300 External Practicum I SFTM 6331 Diversity and Psychosocial Issues	SFTM 5311 Substance Abuse/Addictions and Critical Issues in Systems Theories SFTM 5350 Research in Marriage and Family Therapy SFTM 6300 External Practicum II SFTM 5700 Comprehensive Examination	SFTM 6320 Assessment in Marital and Family Therapy SFTM 6550 International Perspectives SFTM 6558 Couples Therapy Graduation

Students CAN CHOOSE A REQUIRED ELECTIVE FROM A SELECTION OF COURSES. INCLUDING BUT NOT LIMITED TO:

- _____ SFTM Infant Mental Health
- _____ SFTM Suicide Prevention
- _____ SFTM 5355 Introduction to Equine-Assisted Family Therapy
- _____ SFTM 6330 Grief and Loss
- _____ SFTM Private Practice/Coaching
- _____ SFTM Agency Practice
- _____ SHSS 6620 Academic Writing
- _____ SFTM Military Families
- _____ SFTM Collaborative Divorce

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The program fulfills the academic requirements for state licensure in Florida and for clinical membership in AAMFT; additional post-master's clinical experience is required for both credentials.

Program Formats

Students may enter the M.S. in Family Therapy program in the fall or summer terms. Full time students take 9 TO TWELVE credit hours PER SEMESTER. If a student takes less than the 9 credits of required courses per term, they need approval from the Program Director. They also work with the Program Coordinator to develop a viable degree plan. Students who attend full-time can expect to complete the program in 2 years. Summer attendance is required.

Degree Plans

Following is a sample degree plan for students who begin their studies in the Fall term. Degree plans are developed upon enrollment.

Course Requirements

To complete the M.S. in Family Therapy, students must complete 500 hours of client contact, 250 of which must consist of relational hours AS DEFINED BY THE PROGRAM. Students also must accumulate at least 100 supervision hours, 50 of which must be based on direct observation and videotape. They are responsible for documenting clinical and supervision hours, using the forms provided on the SHSS website under student resources. Students are required to keep a copy of all documentation pertaining to both Internal and External Practicums. This includes their clinical and supervision hour forms, contracts, and clinical evaluations. A student's first two Practicums are at the Brief Therapy Institute, Family Therapy Clinic; therefore, they are called Internal Practicums. Students must pass the first two Internal Practicums to be eligible to continue clinical training in two External Practicums. Students may elect to take more than two Internal Practicums to better hone in their clinical skills prior to moving into their External Practicum setting. The External Practicums are internships in the community where students provide clinical services in school, hospital, agency, private practice, and other settings.

Before students begin their External Practicum, they collaborate with the DFT Internship Coordinator to identify and develop an external practicum, community-based site and a contract with the site. ATTENDANCE AT THE ANNUAL INTERNSHIP FAIR IS STRONGLY RECOMMENDED TO OBTAIN AN INTERNSHIP SITE. Prior to beginning their external practicum experience, students must have completed an internship contract, signed by the student, the internship site supervisor, their faculty supervisor, and the Program Director. If proof of a student's professional liability insurance coverage is needed for the practicum site, a copy can be obtained from the Internship Coordinator. Students must have ALL documentation completed and presented to the Internship Coordinator for approval prior to beginning any training or clinical work at the practicum site. A site supervisor must be a licensed mental health professional who meets the supervisory requirements based on COAMFTE standards.

Students must register for a minimum of two terms of External Practicum as part of their program requirements. Students will need to register for additional External Practicums if needed to meet the clinical and supervision hour requirements. The DFT faculty teaching the course will supervise the student in one-hour weekly face to face meetings or more as needed. Faculty supervisors are AAMFT Approved Supervisors. Students also are required to have regularly scheduled supervision with their site supervisor at their clinical site(s).

There are four important documents of information that students must provide the Internship Coordinator **PRIOR** to beginning their internship:

1. The original signed copy of the internship contract.
2. A resume of the on-site supervisor to demonstrate that he or she has a master's degree and is a licensed mental health professional or meets the equivalent criteria and a copy of the AAMFT Supervisor Certificate, if applicable.
3. A brochure or written information about the internship site.
4. A written description from the on-site supervisor clearly identifying internship duties and responsibilities.

Students should plan on acquiring a **minimum** of 15-20 client contact hours per week at their site to ensure completion of the 500 required client-contact hours and supervision hours within two required terms of External Practicum. Students may also take a third external practicum to complete the required hours and to enhance their skills. Students must adhere to their site contract requirements (i.e., school systems provide therapeutic services throughout the school year and require student interns to sign a contract to provide continuous services). In addition to the weekly client contact hours, students are required to schedule additional time at the internship sites to complete paperwork, allow for missed appointments, and become a valued member of their site. Thus, 20 hours a week committed to the internship site is realistic. This time may include weekdays, evenings, and/or weekends, depending on the site requirements. If students are unable to commit the needed amount of time to a site, they will need to register and take additional practicum(s) to accrue the required 500 clinical hours. Students must be supervised throughout the practicums.

If students want more diverse experiences, or are not accumulating hours rapidly enough at one internship site, they may develop an additional site. A contract for each site must be completed prior to beginning at that site. The internship contract should be clearly understood by all parties. No more than two internship sites are recommended and must have their faculty supervisor's, Internship Coordinator's, and Program Director's approval.

Practicums are evaluated by both the site supervisor and faculty supervisor each term, utilizing the program's practicum evaluation forms. Students are invited to assess their own performance as well. These forms, designed by faculty, closely assess clinical skills and can be obtained online at the SHSS website at www.nova.edu/studentresources under the M.S. in Family Therapy program.

Practicum Evaluations

Students are enrolled in two Internal Practicums once they complete their core courses. Within the internal practicums and later the external practicums, the supervisor and students are able to evaluate their progress in therapeutic skills by reviewing the following:

- _____ Attention to Professional, Ethical and Legal Issues
- _____ Systemic Case Conceptualization:
- _____ Clinical Session Management:
- _____ Attention to Client/Therapist Position
- _____ Effective Use of Supervision

It is recognized that student progress in acquiring and practicing therapeutic skills and formulating their therapeutic orientation as they move through the program from novice to professional. As such, students have the opportunity to identify their strengths and needs for further development throughout their clinical experiences. The evaluation forms can be viewed under www.nova.edu/studentresources.

Concentration in Family Systems Health Care

Students in the M.S. in Family Therapy program may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care*
- FSHC 5110 - Practicum II in Family Systems Health Care*
- FSHC 5300 – Integration and Collaboration Among Health Care Systems
- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings
- One Elective

* Students may choose to do part of all of their external practicums in a medical setting to obtain their required clinical hours for the M.S. program. At least 200 clinical hours are required for this concentration.

M.S. Comprehensive Exam

In addition to successfully completing all coursework and obtaining the required minimum 500 client contact hours and 100 supervision hours, students must pass a comprehensive examination as required for the M.S. in Family Therapy degree. This clinically focused examination tests the student's ability to apply what has been learned. Exams are given IN THE WINTER SEMESTER, WITH MAKE UP EXAMS SCHEDULED IN SUMMER AND FALL AS NEEDED. Students are eligible to take the Comprehensive Exam IN THEIR SECOND WINTER SEMESTER IF FULL TIME, AND THIRD WINTER SEMESTER IF PART TIME.

The comprehensive examination is developed by the Program Director in consultation with the faculty AND THE COMMUNITY ADVISORY COUNCIL. The examination reviews core curriculum content AND ABILITY TO APPLY THIS MATERIAL TO REAL LIFE SITUATIONS. Details of the examination and suggestions for study will be presented each term at a comprehensive examination review, ONE TO THREE WEEKS PRIOR TO THE EXAM.

Each comprehensive examination answer is reviewed independently and blindly by three faculty reviewers. Faculty have a four-week period of time to complete exam grading. Students may review their exam materials with the M.S. Program Director.

The Comprehensive Exam may be retaken one time after an initial failure. Scoring of the second exam follows the above requirements; two failed examinations result in dismissal from the program. Retake exams can be taken at the next scheduled exam date. Students are eligible to walk in the June graduation ceremony if they have successfully passed the comprehensive exam.

Leave of Absence

A student may request a Leave of Absence. The form is located on the Student Resources M.S. program and must be completed and approved three weeks prior to the date of the leave request. Students on leave for more than three consecutive terms and not registered within the following term are considered inactive and would need to reapply to the program. A Leave of Absence does not extend the 5-year timeframe for completing the M.S. in Family Therapy program.

Individual Supervision for State Licensure or AAMFT Membership

There may be occasions after completing the M.S. in Family Therapy degree that graduates seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all degree requirements. If a student is being supervised by a full or part faculty and enrolls in one of the DFT doctoral programs, the student is required to locate a different supervisor outside the program to prevent a potential dual relationship and conflict of interest.

The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year. This process is designed to support students and alumni in passing the AMFTRB licensure exam and becoming licensed in the MFT field. Notices of the exam review process are posted through the program list serves. IN ADDITION, REQUIRED COURSEWORK AND AN EXAMINATION IN THE CLINICAL PRACTICE CLASS HELPS TO PREPARE STUDENTS FOR THE NATIONAL LICENSURE EXAMINATION. GRADUATES ARE ENCOURAGED TO STAY IN TOUCH WITH

THE DEPARTMENT FOR UPDATED STUDY TIPS, ASSISTANCE IN FORMING STUDY GROUPS, AND CAREER ADVICE/CONSULTATION, AS THEY ENTER THE FIELD OF PROFESSIONAL MARRIAGE AND FAMILY THERAPY.

Student membership in the American Association for Marriage and Family Therapy is strongly suggested. Students gain additional educational information and familiarity in the MFT field.

Vision Statement

The Master's Program in Family Therapy strives to educate and train students to become competent Couples and Family therapists with the ability to work with culturally and sexually diverse populations and marginalized groups in individual, couple, family, group and organizational settings. Our program further strives to uphold all professional standards in the field.

Mission Statement

The Master's Program in Family Therapy provides training using a relational/systemic theoretical lens in work with individuals, couples, families, groups and organizations. The program curriculum emphasizes the ethical and professional practice of Couples and Family Therapy, offering professional and scholarly services to the community including culturally and sexually diverse populations and other marginalized groups. Through these practices, the program demonstrates a commitment to issues of cultural and sexual diversity, inclusion, and international sensitivity. The program provides a global perspective of research, scholarship and service and participates in reflective practices through self-evaluation and input from our communities of interest as we strive to maintain the highest professional standards.

Program Description

The M.S. in Family Therapy is designed to help students develop clinical excellence and prepare for careers as marriage and family therapists. Students are prepared to assume professional positions in private practice, employee assistance programs, managed care and health care organizations, child care and child development systems, family service agencies, schools, churches, hospitals, and other clinical and organizational settings.

The 48-credit hour degree program consists of coursework and clinical practice. Training is concentrated on brief, interactional models of family therapy, preparing our graduates to practice in a time sensitive, cost effective manner. The M.S. in Family Therapy has full accreditation with the:

- Commission on Accreditation for Marriage and Family Therapy Education
- (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)
- 112 South Alfred Street, Alexandria, VA 22314-3061
- (703) 838-9809; <http://www.aamft.org>

Sample Degree Plan: 48 credit hours

<u>Fall (August)</u>	<u>Winter (January)</u>	<u>Summer (May)</u>
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SFTM-5310-Introduction to Systems Theory	SFTM-5321-Theories of Marriage and Family Therapy	SFTM-5400-Internal Practicum-II
SFTM-5320-Introduction to Marital and Family Therapy: Counseling Theories and Techniques	SFTM-5400-Internal Practicum-I	SFTM-6332-Human Sexuality and Gender
SFTM-6340-Legal, Ethical, and Professional Issues	SFTM-6374-Human Development and Individual/Group Psychotherapy	SFTM-6333-Personality Theories and Psychopathology
SFTM-5322-Clinical Practice in Marriage & Family Therapy (must be taken with an External Practicum)	SFTM-5311-Substance Abuse/Addictions and Critical Issues in Systems Theories	SFTM-6320-Assessment in Marital and Family Therapy
SFTM-6300-External Practicum-I	SFTM-5350-Research in Marriage and Family Therapy	{Additional External Practicum if needed}
SFTM-6331-Diversity and Psychosocial Issues	SFTM-6300-External Practicum-II	SFTM-5700-Comprehensive Examination
		Graduation

Students can choose from any of the following electives:

- SFTM-5330-Group Psychotherapy
- SFTM-5335-Human Development Across the Life Cycle
- SFTM-5355-Introduction to Equine-Assisted Family Therapy
- SFTM-6330-Grief and Loss
- SFTM-6550-International Perspectives of Counseling and Therapy
- SFTM-6558-Couples Therapy: Theory and Application
- SHSS-6620-Academic Writing

The program fulfills the academic requirements for state licensure in Florida and for clinical membership in AAMFT; additional post-master's clinical experience is required for both credentials.

Program Formats

Students may enter the M.S. in Family Therapy program in the fall or summer terms. Full time students take 9 credit hours and may take the Assessment Course their first year. If a student takes less than the 9 credits of required courses per term, they need approval from the Program Director. They also work with the Program Coordinator to develop a viable degree plan. Students who attend full-time can expect to complete the program in 2 years. Summer attendance is required.

Degree Plans

Following is a sample degree plan for students who begin their studies in the Fall term. Degree plans are developed upon enrollment.

Course Requirements

To complete the M.S. in Family Therapy, students must complete 500 hours of client contact, 250 of which must consist of relational hours with couples and families. Students also must accumulate at least 100 supervision hours, 50 of which must be based on direct observation and videotape. They are responsible for documenting clinical and

supervision hours, using the forms provided on the SHSS website under student resources. Students are required to keep a copy of all documentation pertaining to both Internal and External Practicums. This includes their clinical and supervision hour forms, contracts, and clinical evaluations. A student's first two Practicums are at the Brief Therapy Institute, Family Therapy Clinic; therefore, they are called Internal Practicums. Students must pass the first two Internal Practicums to be eligible to continue clinical training in two External Practicums. Students may elect to take more than two Internal Practicums to better hone in their clinical skills prior to moving into their External Practicum setting. The External Practicums are internships in the community where students provide clinical services in school, hospital, agency, private practice, and other settings.

Before students begin their External Practicum, they collaborate with the DFT Internship Coordinator to identify and develop an external practicum, community-based site and a contract with the site. Prior to beginning their external practicum experience, students must have completed an internship contract, signed by the student, the internship site supervisor, their faculty supervisor, and the Program Director. If proof of a student's professional liability insurance coverage is needed for the practicum site, a copy can be obtained from the Internship Coordinator. Students must have ALL documentation completed and presented to the Internship Coordinator for approval prior to beginning any training or clinical work at the practicum site. A site supervisor must be a licensed mental health professional who meets the supervisory requirements based on COAMFTE standards.

Students must register for a minimum of two terms of External Practicum as part of their program requirements. Students will need to register for additional External Practicums if needed to meet the clinical and supervision hour requirements. The DFT faculty teaching the course will supervise the student in one-hour weekly face-to-face meetings or more as needed. Faculty supervisors are AAMFT Approved Supervisors. Students also are required to have regularly scheduled supervision with their site supervisor at their clinical site(s).

There are four important documents of information that students must provide the Internship Coordinator **PRIOR** to beginning their internship:

1. The original signed copy of the internship contract.
2. A resume of the on-site supervisor to demonstrate that he or she has a master's degree and is a licensed mental health professional or meets the equivalent criteria and a copy of the AAMFT Supervisor Certificate, if applicable.
3. A brochure or written information about the internship site.
4. A written description from the on-site supervisor clearly identifying internship duties and responsibilities.

Students should plan on acquiring a **minimum** of 15-20 client contact hours per week at their site to ensure completion of the 500 required client contact hours and supervision hours within two required terms of External Practicum. Students may also take a third external practicum to complete the required hours and to enhance their skills. Students must adhere to their site contract requirements (i.e., school systems provide therapeutic services throughout the school year and require student interns to sign a contract to provide continuous services). In addition to the weekly client contact hours, students are required to schedule additional time at the internship sites to complete paperwork, allow for missed appointments, and become a valued member of their site. Thus, 20 hours a week committed to the internship site is realistic. This time may include weekdays,

evenings, and/or weekends, depending on the site requirements. If students are unable to commit the needed amount of time to a site, they will need to register and take additional practicum(s) to accrue the required 500 clinical hours. Students must be supervised throughout the practicum(s).

If students want more diverse experiences, or are not accumulating hours rapidly enough at one internship site, they may develop an additional site. A contract for each site must be completed prior to beginning at that site. The internship contract should be clearly understood by all parties. No more than two internship sites are recommended and must have their faculty supervisor's, Internship Coordinator's, and Program Director's approval.

Practicums are evaluated by both the site supervisor and faculty supervisor each term, utilizing the program's practicum evaluation forms. Students are invited to assess their own performance as well. These forms, designed by faculty, closely assess clinical skills and can be obtained online at the SHSS website at www.nova.edu/studentresources under the M.S. in Family Therapy program.

Practicum Evaluations

Students are enrolled in two Internal Practicums once they complete their core courses. Within the internal practicum and later the external practicum, the supervisor and students are able to evaluate their progress in therapeutic skills by reviewing the following:

- _____ Attention to Professional, Ethical and Legal Issues
- _____ Systemic Case Conceptualization
- _____ Clinical Session Management
- _____ Attention to Client/Therapist Position
- _____ Effective Use of Supervision

It is recognized that student progress in acquiring and practicing therapeutic skills and formulating their therapeutic orientation as they move through the program from novice to professional. As such, students have the opportunity to identify their strengths and needs for further development throughout their clinical experiences. The evaluation forms can be viewed under www.nova.edu/studentresources.

Concentration in Family Systems Health Care

Students in the M.S. in Family Therapy program may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and

their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 Family Systems Health Care-I
- FSHC 5010 Family Systems Health Care-II
- FSHC 5100 Practicum I in Family Systems Health Care*
- FSHC 5110 Practicum II in Family Systems Health Care*
- FSHC 5300 Integration and Collaboration Among Health Care Systems
- FSHC 5500 Politics and Economics of Health Care
- FSHC 6400 Understanding Human Systems in Health Care Settings
- One Elective

* Students may choose to do part of all of their external practicums in a medical setting to obtain their required clinical hours for the M.S. program. At least 200 clinical hours are required for this concentration.

M.S. Comprehensive Exam

In addition to successfully completing all coursework and obtaining the required minimum 500 client contact hours and 100 supervision hours, students must pass a comprehensive examination as required for the M.S. in Family Therapy degree. This clinically focused examination tests the student's ability to apply what has been learned. Exams are given at the end of each term. Students are eligible to take the Comprehensive Exam when they have:

- completed their required clinical and supervision hours, and
- completed their course work by or before the end of the term during which the examination is taken.

Students, who have completed their clinical requirements but have ONE course to complete in the summer term, may take the Comprehensive Exam during the April exam date. Students who have two or more courses to complete take the exam at the next exam date, July or December. Students taking the exam in April need to have at least 450 clinical and supporting supervision hours registered with the Internship Coordinator. Students taking the exam at other times during the year, i.e., after the summer or fall terms, must have completed all clinical, supervision, and coursework requirements.

The comprehensive examination is developed by the Program Director in consultation with the faculty. The examination reviews core curriculum content. Details of the

~~examination and suggestions for study will be presented each term at a comprehensive examination review, three weeks prior to the exam.~~

~~Each comprehensive examination answer is reviewed independently and blindly by three faculty reviewers. Faculty have a four-week period of time to complete exam grading. Students may review their exam materials with the M.S. Program Director.~~

~~The Comprehensive Exam may be retaken one time after an initial failure. Scoring of the second exam follows the above requirements; two failed examinations result in dismissal from the program. The M.S. Comprehensive Examination is given three times per year, the Friday of the end of the term. Retake exams can be taken at the next scheduled exam date. Students are eligible to walk in the June graduation ceremony if they have successfully passed the comprehensive exam.~~

~~Leave of Absence~~

~~A student may request a Leave of Absence. The form is located on the Student Resources M.S. program and must be completed and approved three weeks prior to the date of the leave request. Students on leave for more than three consecutive terms and not registered within the following term are considered inactive and would need to reapply to the program. A Leave of Absence does not extend the 5-year timeframe for completing the M.S. in Family Therapy program.~~

~~Individual Supervision for State Licensure or AAMFT Membership~~

~~There may be occasions after completing the M.S. in Family Therapy degree that graduates seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all degree requirements. If a student is being supervised by a full or part faculty and enrolls in one of the DFT doctoral programs, the student is required to locate a different supervisor outside the program to prevent a potential dual relationship and conflict of interest.~~

~~The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year. This process is designed to support students and alumni in passing the AMFTRB licensure exam and becoming licensed in the MFT field. Notices of the exam review process are posted through the program list serves.~~

~~Student membership in the American Association for Marriage and Family Therapy is strongly suggested. Students gain additional educational information and familiarity in the MFT field.~~

M.A. in Cross-disciplinary Studies

Program Description

The M.A. in Cross-disciplinary Studies (MACS) is multidisciplinary, experiential, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum and who appreciate the unique self-design of cross-disciplinary studies. The M.A. program provides intellectual advancement and the opportunity to expand and enrich educational horizons in keeping with the liberal studies traditions. The M.A. program utilizes a multidisciplinary approach

and variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. MACS utilizes experiential learning to provide students with hands-on training where theory and practice are integrated.

MACS consists of an 11-course sequence (33 credits) that includes core classes, practicums, and a 12-credit concentration track.

Program Formats

MACS aims at convenience and accommodation by utilizing online course delivery format and self-designed programs. The students enrolled in the program are afforded the greatest flexibility in self-selecting and self-directing their concentrated areas of interest, while at the same time retaining and reinforcing an emphasis on general professional skills. Students can complete the program residentially or online, and have a large selection of on-campus and online courses from which to choose.

Students may enroll full or part time, taking six to nine credit hours per term. Students who enroll in nine credits per term may complete the program in four terms. Part-time students can complete the program in 2 years. Students register for three terms a year.

Student Advising

In the MACS program it is essential for a student to seek advice regarding course selection and their degree plan. They are expected to keep in periodic contact with the Department Chair as well as the staff of the department. In addition to coordinating their practicum experience, the Practicum Coordinator assists with career planning and serves as a liaison between the department and the NSU Office of Career Development. Students are also encouraged to seek the advice of faculty in the departments in which they are taking courses.

Master's Thesis Option

Students who wish to complete a 6-credit Master's Thesis may do so by completing 3 additional credits. If the thesis is not completed after 6 credits, continued registration will be required until Thesis is complete. Students must request permission from the DMS Chair before enrolling for the Master's Thesis and generally must have a GPA of at least 3.5. For more information about the Thesis option, please consult with the department.

Degree Plans

Below is a sample of a degree plan for a residential student who begins their studies in the Fall term and enrolls in 3 courses per term. Degree plans will be modified based on a student's enrollment date and pace of study.

Degree Plan: 33-36 credits hours

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	Fall (September)	Winter (January)	Summer (April)
Year 1	MACS 5310: Introduction to Systems Theories MACS 5400 Interdisciplinary Writer Concentration Elective	MACS 5200: Research Design MACS 5020: Theories & Philosophies of Conflict and Peace Concentration Elective	MACS 6130 Practicum I Concentration Elective Concentration Elective
Year 2	MACS 6160: Practicum II Concentration Elective Master's Thesis (if applicable)	Portfolio Master's Thesis (if applicable)	Graduation and Celebration

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Practicum

To complete the M.A. in Cross-disciplinary Studies, students must complete a total of 130 hours of practicum. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize theory and methodology within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

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Practicum I and II provide a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Department Chair and the Practicum Coordinator will work with students to establish a placement suited to each student's interests, if possible.

Practicum placements have been established in an array of settings, such as schools, prisons, court systems, parks, human services agencies, community organizations and corporations. Additionally, the student is encouraged to explore and initiate a Practicum setting specific to their own individual interests. If a student finds an appropriate site, the Practicum Coordinator will assist the student in calling the site and negotiating for a placement. The department has a site, Community Resolution Services (CRS) and students are invited to explore opportunities with CRS.

Some practicum sites require a background check before the practicum placement can begin. This includes schools and other organizations involving children or other vulnerable individuals, law enforcement agencies, etc. Generally the background check is at the student's expense and should be done as soon as possible before the practicum term.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum Coordinator and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Please consult the Department Chair and the Practicum Coordinator for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend these sessions. Students may also seek individual in-person or telephonic appointments with the Practicum Coordinator for assistance with practicum placements. Please visit <http://shss.nova.edu/programs/macs/resources.htm> for the Practicum Handbook and forms.

Final Portfolio Project

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, MACS students must choose between two options as a final project at the end of the Program, the thesis or the portfolio. At the completion of the project, students will be awarded the M.A. in Cross-Disciplinary Studies. For more information about the thesis option, please refer to the Thesis Guidelines.

The portfolio project is designed to demonstrate the cross-disciplinary perspective students acquired and honed in the program. Students will use the portfolio to present what they learned through their own personalized curriculum.

The completed portfolio will respond to the following questions:

- Why did this student choose to do graduate work in Cross-disciplinary Studies?
- How did this student decide on a concentration track?
- How did this student's perspective on Cross-disciplinary Studies evolve over the course of the program?
- How does this student intend to utilize his/her graduate education in the professional marketplace?

The completed portfolio will contain narrative sections responding to the above questions as well as exhibit and comment on selections of the student's work completed during his/her time in the program. Work selections must be drawn from a minimum of four different courses the student took while in the program. The portfolio must clearly identify these courses. One of these courses must be a MACS core course. Selections of the student's work exhibited in the portfolio may include but are not limited to the following:

- Research papers
- Professional projects completed during the student's practicum sequence
- Oral presentations
- Course journal entries

The completed portfolio will also include both the resume the student used as he/she applied for admission to the program as well as the student's updated resume reflecting the academic expertise he/she gained as a graduate student in Cross-disciplinary Studies.

The portfolio shall contain the following:

Title Page

Table of Contents

Introduction-Here the student will introduce the theme of their portfolio

Four Narrative Sections, each responding to the four areas listed above

Final Reflections

References

Appendix-this shall be made up of copies of the work cited as well as the resumes

The Theme

Since MACS provides students with the invitation and opportunity to co-create their program using courses from multiple disciplines, the theme of the portfolio is generally an interdisciplinary perspective selected by the student regarding a particular topic. For example, a student may have focused on the environment and society, taking courses from the Oceanographic Center as well as courses such as Environmental and Public Disputes from SHSS. In addition, the student took MACS required courses such as Practicum and may have selected an environmental action group as their site. The student may be interested in how communities and environmental groups can work together. That may become the theme and the student would select examples of their work from four or more courses related to this theme and show how the selected MACS, their concentration, how their perspectives evolved and how they intend to utilize their graduate education in the professionally.

Four Narrative Sections

Each section is related to one of the four questions students are asked to address (See above). Each section is a narrative and uses examples of the theories, models, literature, from the courses to substantiate the student's points and perspectives. Examples of the student's work should be woven throughout each narrative. Full examples will be placed in the Appendix, but parts of the work will be cited in each narrative.

Final Reflections

This is where students will look at their graduate study in MACS and make their final concluding remarks.

Appendix

The Appendix shall contain the examples of the student's work cited in the narratives. For example the student may have cited parts of their Integrated paper from Practicum I. In the Appendix they shall place a full copy of the paper, whereas in the narratives they were citing specific parts of the paper. They will also include the resumes as mentioned above.

Format

The portfolio draft should be submitted to the department chair before it is placed into the final form. Once the draft has been approved, the final Portfolio should be submitted. The final portfolio should be printed with named tabs separating the sections after the Table of Contents. It should be preferably coil bound, but may be spiral bound if exceptionally large. It will be retained therefore students should produce two copies so they may retain a copy. Once the portfolio has been approved and all other requirements are met, the student may apply for conferral of degree.

Concentration Tracks

M.A. students choose a concentration track. Currently, concentrations are available using specific courses within the Graduate School of Humanities and Social Sciences, the College of Allied Health and Nursing (Masters of Medical Science), the Graduate School of Computer and Information Sciences, the Oceanographic Center, the Farquhar College of Arts and Sciences, the Criminal Justice Institute, and the Fischler School of Education and Human Services. MACS students may also take the courses offered through the Qualitative Research Graduate Certificate as concentration courses or as their elective. Concentration tracks consist of 12 credits within a concentration.

MACS also offers a number of courses designed to help students focus on topics and areas of their academic and professional interest. MACS has initiated courses such as Transformational Narratives, Foundations of Genocide, Editing I and II, and Introduction to Institutional Assessment. In addition, MACS has introduced the Directed Readings courses. These courses are designed to provide opportunities for a student to work one-on-one or in small group seminar format with faculty on specific topics of the student's interest. Directed Readings are offered in topics such as Media and Public Policy, Native American Studies, Sociology, Gender, Diversity and Multiculturalism, African American Studies, Social Justice, Religion and Society, Tribal Dynamics, Human Rights, Transformational Poetry, Homeland Security, Community Development, Latin American Studies, Philosophy, Family Violence, and Political Science. See the course list for details.

Students work closely with the department in the selection of a concentration and in their choice of the courses offered within that concentration. Generally the concentration is also linked to the practicum experience to best enhance the student's knowledge and skills in the area of their specialty.

Graduate Assistantship

MACS students in good standing may apply for the program's graduate assistantship. The graduate assistant may perform research, work in community projects, and provide other services as needed by the department.

M.S. in College Student Affairs

Program Description

The M.S. in College Student Affairs is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university educational environments. Students will learn and experience the practical application of the knowledge base and skill sets of student affairs administration and conflict analysis and resolution in higher education organizational settings. The program is designed for students who are interested in a career in student affairs, and for those currently working in student affairs who seek to advance their own personal knowledge and professional credentials. The M.S. program consists of a 15 course (45 credits) sequence that places emphasis on two core concentrations, Conflict Analysis and Resolution and Student Affairs in Higher Education.

*Students in DCAR who are counting a concentration in Organizations and Schools using College Student Personnel Administration courses towards their degree in Conflict Analysis and Resolution will not be able to complete the M.S. in College Student Affairs as an additional degree.

Program Formats

The M.S. program is offered in both residential and distance learning formats. The flexible distance learning formats allow mid career working adults and those unable to attend the residential program, to study college student affairs in a creative, rigorous, and structured fashion. Students enrolled in the distance learning program participate in Residential Institutes on the Fort Lauderdale campus twice per year, as well as online Web-based courses. Each RI is 5 days long. Currently the RIs are held in February and late September or October. Please visit <http://shss.nova.edu/RI> for current information.

Students may enroll full or part time, taking six to nine credit hours per term. Students who enroll in 3 courses per term can expect to complete the program in five terms. Part-time students can expect to complete the program in three years. Summer attendance is mandatory.

Degree Plans

Below is a sample of a degree plan for a full-time residential student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Degree Plan: 45 credits hours

	Fall (September)	Winter (January)	Summer (April)
Year 1	CSPA 5001: The 21 st Century College Student CSPA 5004: Administration of College Student Affairs CARM 5040: Human Factors	CSPA 5002: Current Issues & Trends in Student Affairs CARM 5006: College Student/Adult Development CARM 5200: Research Design	CARM 6000: Organizational Conflict: Theory & Practice CARM 6140: Facilitation Theory and Practice (Residential) CSPA 5003: The College Student & the Law CSPA 6130: Practicum I (online program)
Year 2	CSPA 6130: Practicum I (Residential program) CSPA 5100: Mediation Theory and Practice CSPA 6300: Applied Research & Assessment in Student Affairs CARM 6140: Facilitation Theory and Practice (online program)	CSPA 6160: Practicum II CSPA 5005: College Student Affairs & the Greater University CSPA 6300: Applied Research & Assessment in Student Affairs	Comprehensive Examination Graduation and Celebration

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Program Specifics

Practicum

To complete the M.S. in College Student Affairs, students must complete a total of 130 hours of practicum. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize student affairs theory and practice within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Students complete two practicums during their course of study. Practicum I offers students the opportunity to explore a breadth of student affairs functions and gain exposure, knowledge and experience in the variety of programs and services that make up a college/university division of student affairs: residential life, housing, career

services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs and the office of the dean of students.

Practicum II will offer students the opportunity to gain in-depth exposure, knowledge and experience in a selected area of specialization in student affairs that supports their professional goals and prepares them to work in a professional student affairs position. Practicum II has a specific focus on career development in the College Student Affairs profession. Practicum experiences may take place at Nova Southeastern University or another college or university.

Some practicum sites require a background check before the practicum placement can begin. Generally the background check is at the student's expense and should be done as soon as possible before the practicum term.

Graduate Assistantships

Graduate Assistantships will be available in the diverse functions within the Office of Student Affairs at NSU to residential students enrolled full-time in the CSA program. Assistantships are 12-month appointments and offer partial tuition remission, a stipend, meal plan, and housing for those living on campus. Students accepted to the full-time CSA program may apply for a Graduate Assistantship position by contacting Dr. Gay Holliday, Associate Dean of Student Affairs, in the Office of the Dean of Students at NSU.

Examinations and Evaluations

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, students must pass a comprehensive examination to be awarded the M.S. in College Student Affairs. When a student has completed all coursework and practicum hours, has maintained a minimum of 3.0 GPA with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete, the student will be eligible to take the comprehensive examination. The comprehensive exam is an assessment of the student's ability to integrate the knowledge and skills gained through course work and the practicum experience. The exam tests the student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

The comprehensive exam is offered three times a year: in January, May and August. The exam has two sections; students must answer two questions from each section.

The exam takes an entire day. The student is given four hours to complete each section, with a lunch break in between sections. Students have the choice of sitting for the exam on NSU's main campus, at selected NSU Educational Centers, or at a testing center approved by the department. If the student takes the exam at NSU or an NSU center, there are no assessed fees related to the exam. Some approved locations may charge a fee for proctoring the exam. Should the student choose to take the exam at such a location, that fee shall be assessed to the student.

Faculty members are assigned to review each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. In order to fail a question, two faculty reviewers must award a failing grade.

All four questions must be answered correctly to pass the exam. Students who fail any part of the exam must retake the failed section(s) of the exam when the exam is offered. The exam is offered in January, May, and August. They may choose the option of sitting for an oral exam in the section(s) failed prior to the next time the exam is offered. In order to choose this option they must make a formal request to the department chair within 30 days of notice of the exam results. The oral exam will be scheduled within 45 days of notice of the exam results. If the oral exam is not successfully passed, the student shall sit for the failed section(s) when the exam is next offered. Students have five years to complete degree requirements.

M.S. in National Security Affairs

Program Description

M.S. in National Security Affairs in the Department of Multidisciplinary Studies is designed to provide students with theoretical, research, and applied skills in the emerging academic field of national security affairs. Students in this program will build a core understanding of critical issues informing the field of national security today, including the assessment and analysis of the threat of terrorism in the US and beyond and the analysis of intelligence collection.

The program consists of a core of 5 courses (15 credits) offered by the department, and developed specifically for this program. Pedagogically, the program core focuses on building the critical analytical skills graduates need to succeed professionally in the field of National Security Affairs. The ability to critically analyze intelligence information, historical and contemporary issues informing the field, and to perform textual analyses, defines the program core's most important learning outcomes.

Following completion of the program core, students will be able to choose one of a number of concentration tracks offered through SHSS, and through partnership agreements with other academic units at NSU, including the Criminal Justice Institute and the Graduate School of Computer and Information Sciences. Students choosing the concentration in Cyber-terrorism offered in collaboration with the Graduate School of Computer and Information Sciences will earn an accredited certificate in data security alongside their M.S. in National Security Affairs. To complete a concentration track successfully, students must take 4 courses in their chosen track (12 credits). Students will also complete 2 elective courses (6 credits) from any of the four concentration tracks offered through the program.

Program Formats

NSA aims at convenience and accommodation by utilizing online course delivery format. The students enrolled in the program are afforded the great flexibility in selecting one of the four concentrations and electives. We know many of our students are already engaged in work in the field of national security and this may preclude them from participating in residential classes. Therefore the program is designed to be completed entirely online. However some of the courses are also offered in residential format and students may select those sections as appropriate.

Students may enroll full or part time, taking six to nine credit hours per term. Students who enroll in nine credits per term may complete the program in four terms. Part-time students can complete the program in 2 years. Summer attendance is mandatory.

Degree Plans and Student Advising

In the NSA program it is essential for a student to seek advice regarding course selection and their degree plan. They are expected to keep in periodic contact with the department chair as well as the staff of the department. Students in the NSA program work closely with the department in designing appropriate individual degree plans for the successful completion of the program. Degree plans are designed and modified based on a student's enrollment date, pace of study and the scheduling of specific courses. Some courses are offered several times during the academic year while others may only be offered once a year. In addition, some courses serve as prerequisites for other courses and therefore must be taken before others courses may be taken. Therefore it is essential that students work closely with the department in the design and maintenance of their individual degree plans.

Students who anticipate receiving veteran's benefits should consult with the NSU Veteran Benefit Administrator. Information may be found at:

<http://www.nova.edu/financialaid/veterans/index.html>.

Core Courses

The program provides a core of 5 courses (15 credits) offered by NSA and developed specifically for this program in addition to concentrations and electives.

The core courses are:

- NSAM 5001 Current and Historical Issues in National Security Affairs
- NSAM 5002 Terrorists and Terrorism: Theory and Practice
- NSAM 5003 National Intelligence Collection and Analysis: Theory and Practice
- NSAM 5004 Border Protection and Military Issues
- NSAM 5005 Research and Evaluation in National Security Affairs

Concentration Tracks

Each NSA student will select one of the four concentrations offered by the program. Two of the concentrations are offered through SHSS and two are offered through collaborative arrangements with NSU partners.

- Track I: Cyber-terrorism and Security (in partnership with the Graduate School of Computer and Information Sciences)
- Track II: Criminal Justice (in partnership with the Criminal Justice Institute)
- Track III: International Relations and Global Affairs (at the Graduate School of Humanities and Social Sciences)
- Track IV: Homeland Security (at the Graduate School of Humanities and Social Sciences)

Students select a concentration and then take four courses (12 credits) from available courses within that concentration. Some courses, especially those in Track I may have prerequisites making it necessary to take some of the courses in that track in a specific order. Therefore students are reminded to consult with the department for advice in the creation of their degree plans and prior to registration each term.

The chart below provides guidance regarding track courses. Tracks III and IV have additional offerings and as new courses are designed they will be added. Tracks III and IV may also have Directed Readings periodically available in various areas of interest. A

few have been listed to provide examples. Please contact the Department for additional details. For those taking Track I, there is an additional certification in cyber security.

NSA Tracks

Track I: Cyber- terrorism and Security	Track II: Criminal Justice	Track III: International Relations & Global Affairs	Track IV: Homeland Security
MMIS 683 Fundamentals of Security Technologies	CJI 0510 Survey Issues in CJ	NSAM 6643 Social Aspects of Terrorism	NSAM 6638 Conflict & Crisis Management
MMIS 683 Fundamentals of Security Technologies	CJI 0520 Social Admin in CJ	NSAM 6633 International War and Its Resolution	NSAM 6640 Critical Incidents Response
MMIS 684 Information Security Management	CJI 0530 Legal Issues in CJ	NSAM 6632 Civil Wars and Their Resolution	NSAM 6641 Conflict and Crisis Negotiation
MMIS 685 Information Security Governance	CJI 0540 Program Evaluation	NSAM 6654 Islam, Conflict and Peacemaking	NSAM 6130 Practicum I: Supervised Field Experience
MMIS 686 Information Systems Auditing	CJI 550 Investigative Processes	NSAM 6130 Practicum I: Supervised Field Experience	NSAM 6619 - Strategic Community Planning and Partnerships
MMIS 687 Information Security Project	CJI 0606 Terrorism from a Criminal Justice Perspective	NSAM 6651- Theories of Ethnicity and Nationalism	NSAM 6634 - Metropolitan Conflict
		NSAM 6616 – Trauma & Violence: Global Perspectives	NSAM 6170 - Violence Prevention and Intervention
		NSAM 6630 – Foundations of Genocide Studies	NSAM 6607 – Ethnopolitical and Community Based Conflicts
		NSAM 6659 – Conflict & Peace Building in Africa	NSAM 6110 – Public Policy and Strategic Planning
		NSAM 6110 – Public Policy and Strategic Planning	*Directed Readings classes are available including in related topics such as: NSAM 5502 – Directed Readings in National Security Affairs NSAM 5537 – Directed Readings in Intelligence and Counterintelligence NSAM 5538 – Directed Readings in Homeland Security

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Electives

Students in the program will select two electives (6 credits) in addition to their core courses and concentration courses. Electives may be chosen from any of the concentration tracks.

Practicum

Practicum is not required in NSA but may be selected as part of Tracks III and IV or as an elective. The Department Chair and the Practicum Coordinator are available for assistance and advising regarding practicum. Practicum is taken as a class and students select a field site to work in during the same term as the class. Practicum is offered each term and there are Practicum Advising sessions offered residually and online to help students plan. It is recommended that any interested students begin to explore potential practicum sites well in advance of the term they wish to take practicum.

Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize theory and methodology within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Department Chair and the Practicum Coordinator will work with students to establish a placement suited to each student's interests, if possible.

The student must receive contractual approval from both the Practicum Coordinator and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor and this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Many of the practicum sites of interest to NSA students require a background check and/or security clearance before the practicum placement can begin. This may be at the student's expense and should be done as soon as possible before the practicum term.

Graduation Requirements

In addition to successfully completing all course work, students must pass an online table-top exercise to be awarded the M.S. in National Security Affairs. The comprehensive exam is offered three times a year: in January, May and August. To be eligible to sit for the exercise, a student must have completed all coursework, maintained a 3.0 average with no "incomplete" grades, and be considered in *good standing* with no disciplinary actions pending or disciplinary tasks to complete. Students must also have met their financial obligations to the university to be in good standing and be able to register for the exam.

The interactive online table-top exercise will assess the program outcomes. The table-top exercise will be scored like all major assignments in the program, using a rubric and assessing students' competencies in regards to program outcomes. Students must receive a grade of 70% or higher to pass the tabletop exercise. The tabletop exercise is a graduation requirement. Students who score below 70% on this requirement must retake

the tabletop exercise. The tabletop exercise can be taken a maximum of three times. Students who cannot pass it in three attempts will not graduate.

ABOUT OUR GRADUATE CERTIFICATE PROGRAMS

The SHSS Graduate Certificate programs prepare students for the changing nature of professions, businesses, and community services. They provide needed knowledge, methods, and skills leading to career advancement and life enlightenment in the fields of study. Graduate Certificate programs are beneficial for those who have already received a graduate degree in their current area, but would like to specialize in the new area of inquiry and practice. Graduate Certificate programs are also appropriate for those who possess an undergraduate degree and are seeking to obtain the fundamentals in the considered field of study. Many of the earned credits can also be counted toward a related master's degree or doctoral degree program, if the student is interested in and accepted to the program at a later time. Below is a description of the various SHSS Graduate Certificate programs.

Graduate Certificate in Advanced Conflict Resolution Practice

The Graduate Certificate in Advanced Conflict Resolution Practice offers students the fundamentals of applied conflict resolution and advanced training in the conflict resolution "skill-set." It is intended to meet the needs of those individuals who seek more expertise in conflict resolution and are mainly interested in becoming practitioners in the field. It may also be appropriate for professionals who have already earned a graduate degree in their professional area, but who would benefit from academic study of applications of conflict analysis & resolution in their current profession.

The Graduate Certificate consists of five courses (15 credits), which include conflict resolution theory and practice skills. Students who decide to continue their studies in conflict resolution may apply these credit hours toward the M.S. or the Ph.D. program in Conflict Analysis and Resolution if accepted to the program.

The Graduate Certificate in Advanced Conflict Resolution Practice is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the distance learning program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 16 months. Summer attendance is mandatory.

Degree Plans

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Degree Plan: 24 credits hours

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	Fall (September)	Winter (January)	Summer (April)
Year 1	CARM 5040: Human Factors CARM 5140 Facilitation (online program)	CARM 5100: Mediation Theory and Practice CARM 5140 Negotiation	CARM 6000: Organizational Conflict: Theory & Practice CARM 6140: Facilitation Theory and Practice (on- campus program) Graduation and Celebration

Graduate Certificate in Family Studies

The Graduate Certificate in Family Studies is designed to train individuals who want to work with families in a variety of contexts: as educators, community organizers, legal professionals, child-care workers, or EAP counselors. Human Relations professionals, business managers or supervisors, among many others, would also benefit from the application of systemic family principles to their efforts. The curriculum includes coursework on systemic thinking in family studies, topics in human and family systems development, gender issues, sexuality issues, violence in the family, and diversity issues.

This program takes advantage of our school's unique access to a multidisciplinary faculty, incorporating coursework in peace studies, violence prevention, consultation, school systems, and business systems. Our multidisciplinary approach prepares students to apply knowledge about family systems directly to their work environment and demands.

The Graduate Certificate Program in Family Studies is a 24 credit hour program (8 courses). Students who decide to continue their studies in Family Therapy may be able to apply some of these credit hours toward the M.S., Ph.D., or D.M.F.T. in Family Therapy if accepted into the program.

Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 10-15 months depending on the pace of study. Summer attendance is required.

Degree Plans

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Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Sample Degree Plan: 24 credit hours

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	Fall (August)	Winter (January)	Summer (May)
Year 1	SFTM 5310: Introduction to Systems Theories SFTM 6331: Diversity and Psychosocial Issues SFTM 5320: Introduction to Marital & Family Therapy <i>or</i> FSHC 6400: Understanding Human Systems in Health Care Settings	SFTM 5311: Substance Abuse/Addiction and Critical Issues in Systems Theory SFTM 5350: Research in Marital & Family Therapy Elective	SFTM 6332: Human Sexuality and Gender SFTM 6320: Assessment in Marital & Family Therapy Graduation and Celebration

*Electives are available depending on student needs to fulfill the certificate requirements.

Graduate Certificate in Family Systems Health Care

The Graduate Certificate in Family Systems Health Care offers students the fundamental applications of systemic family therapy in health care settings, including the discipline of medical family therapy.

The Graduate Certificate in Family Systems Health Care is appropriate for professionals who have already earned or are earning a graduate degree in their professional field, family systems, or related fields and who would benefit from an academic study of the applications of systemic thinking and strength-based models of relational and family systems that can be applied in health care and medical settings.

The Graduate Certificate in Family Systems Health Care focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. This program prepares professionals to offer systemic thinking in a variety of settings, including private practices, hospitals, community clinics, primary care/specialists' offices, health care and managed care agencies and organizations.

Specific areas of study include adjustment patterns of patients and their families to chronic and acute illnesses; models of integration and collaboration among medical systems and other health care professionals; the role of the family health care provider in the continuum of services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful

in the treatment and care of patients, their families, and interactions within the health care milieu.

The Graduate Certificate in Family Systems Health Care consists of eight courses (24 credits), which include biopsychosocial and systemic theories, relationship skills, professional issues, and health care systems. The program is offered in a distance-learning, online format, and some courses may also be available in a residential format. This flexible format allows mid-career working adults, and those unable to attend on-campus programs, to study in a creative, rigorous, and structured fashion. Students enrolled in the online program will be invited to participate in Residential Institutes on the main campus two times per year as part of their practical experience and add to their collaboration with co-professionals. Residential students in the family therapy master's or doctoral degrees can take their practicum experiences to apply their clinical and relational skills at a health care internship site. A minimum of 200 clinical hours, along with approved supervision, are required for this certificate.

Students must have a bachelor's degree and 3.0 GPA to apply. Students may enroll full or part time, taking 3 to 9 credit hours per term. Students who attend full time can expect to complete the program in 1 or more years, depending on pace of study. Students who complete Graduate Certificate in Family Systems Health Care courses online may wish to attend the Residential Institutes to further add to their collaboration with co-professionals and further their studies. Summer attendance is required based on course offerings.

Degree Plans

A sample of a degree plan is shown for a full time student who begins studies in fall term. Degree plans will be modified based on a student's enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Family Systems Health Care, students must take 24 credit hours. Additional electives may be taken based on a student's interests with the approval of the program director.

Students in graduate programs (i.e., M.S. in Family Therapy, Ph.D., or D.M.F.T. in Family Therapy) that include the following courses can transfer up to 9 credit hours into this certificate program:

SFTM 5010: Introduction to Systems Theory
SFTM 5321: Theories of Marital & Family Therapy
SFTM 6320: Assessment in Marital & Family Therapy

Electives are available and are based on a student's interests (i.e., Clinical Practicum III; Gerontology, others).

Two External Practicums are required to meet the requirements of placement in a medical setting to experience a collaborative learning process to combine theory and practice in a setting based on student interest. The Internship Coordinator facilitates site locations and contracts to support clinical placement(s). A minimum of 200 clinical hours are required to meet this certificate requirement, along with one hour of supervision from an AAMFT Approved Supervisor, as well as supervision by a medical professional. Students register for two terms of External Practicums. Clinical and supervisor hour forms are available on the SHSS M.S. student resources website.

Sample Degree Plan: 24 credit hours

	Fall (August)	Winter (January)	Summer (May)
Year 1	SFTM 5310: Introduction to Systems Theory (may be transferred in) FSHC 5000: Family Systems Health Care I FSHC 5500: Politics and Economics of Health Care Systems	SFTM 5321: Theories of Marital & Family Therapy (may be transferred in) FSHC 5010: Family Systems Health Care II (Grief and Loss across Cultures) FSHC 6400: Understanding Human Systems in Health Care Settings FSHC 5100: External Practicum I	SFTM 6320: Assessment in Marital & Family Therapy (may be transferred in) FSHC 5300: Integration and Collaboration Among Health Care Systems FSHC 5110: External Practicum II [*Electives offered each trimester]

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**Electives can be created to fit student interest.*

Graduate Certificate in Peace Studies

The Graduate Certificate Program in Peace Studies offers interdisciplinary graduate studies for life-long learners who want to become familiar and skilled in the discourse of peace studies. This program offers an opportunity to gain a broad understanding of various aspects of peace building and conflict resolution skills. Areas of study include the history and theory of international and domestic conflict; the political, economic, cultural, and social roots of such conflict; the causes and conduct of warfare; violence prevention; and global institutions for the resolution of conflict.

The Graduate Certificate Program in Peace Studies seeks to: 1) apply an interdisciplinary approach to understanding the field of peace building and peace studies; 2) provide an opportunity for students to engage in significant study and practice within the field; and 3) prepare students for professional positions in the fields of peacemaking and peace studies. The Peace Studies program focuses on a broad range community and global issues including social oppression, economic exploitation, peace keeping, peace making, peace building, peace education, civil rights, conflict resolution, violence prevention and intervention, social justice, social change and community advocacy, to name a few. The programs in Peace Studies serve as an academic catalyst for applied research, theoretical development, and the use of culturally informed methods for transforming oppressive situations. Students are trained to identify, assess, and create interventions that respond to the desire for justice and peace.

The Graduate Certificate in Peace Studies is appropriate for those who seek graduate training in peace studies as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of peace studies to their current professions. The Graduate Certificate program collaborates closely with our sister programs in Conflict Analysis & Resolution and Family Therapy.

The Graduate Certificate is a 24-credit program. Students can tailor the Graduate Certificate to their interests. The program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 19 months. Summer attendance is mandatory.

Degree Plans

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Peace Studies, students must take 12 credits of electives (4 courses) approved by the department as Peace Studies curriculum.

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Degree Plan: 24 credits hours

	Fall (August)	Winter (January)	Summer (May)
Year 1	CARM 5000: Foundations and Development of Conflict Resolution	CARM 5020: Theories and Philosophies of Conflict and Peace	Elective #3
	CARM 6120: Culture and Conflict	Elective #1	Elective #4
	CARM 6170: Violence Prevention & Intervention	Elective #2	Graduation and Celebration

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Graduate Certificate in College Student Personnel Administration

Our programs in College Student Personnel Administration (CSPA) prepare students for many professions related to Student Affairs in college, university, and community settings. We focus on training Student Affairs professionals who take a humanistic, learner-centered approach in their work as change agents within the university and the larger society.

The program explores important topics in the field of Student Affairs such as conflict resolution, diversity, student development, student services, judicial affairs, administration, on-campus and campus life, Greek affairs, peer counseling, and crisis intervention, to name a few. Students examine the current trends and historical approaches in higher education, as well as future needs for effective student affairs practices in the 21st century.

The Graduate Certificate appropriate for those who seek graduate training in CSPA, as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of college student personnel administration to their current professions.

The programs in CSPA seek to: 1) apply an interdisciplinary approach to understanding the field of Student Affairs; 2) provide an opportunity for student to engage in significant study and practice within the field; and 3) prepare students for professional positions in the field of Student Affairs.

The programs in CSPA collaborate closely with our sister program in Conflict Analysis & Resolution and the University's Division of Student Affairs. The Division of Students Affairs serves as a host site for practicum and other hands-on training opportunities. Paraprofessional graduate assistantships are available for those qualifying for the program both in the on-campus and online formats.

The Graduate Certificate in CSPA consists of eight courses (24 credits). Students who decide to continue their studies may apply to the M.S. in College Student Affairs program (CSA).

The Graduate Certificate in College Student Personnel Administration is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study conflict resolution in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 15 months. Summer attendance is mandatory. Students in the CSPA certificate program who are in good standing may speak with the department about the M.S. in CSA.

Degree Plans

Below is a sample of a degree plan for a full-time student who begins their studies in Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

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Degree Plan: 24 credits hours

	Fall (August)	Winter (January)	Summer (May)
Year 1	CSPA 5004: Administration in CSPA CSPA 5040: Human Factors CSPA 5001: The 21 st Century College Student	CSPA 5100: Mediation Theory & Practice CSPA 5002: Current Issues & Trends in CSPA CSPA 5006: College Student & Adult Development	CSPA 5003: The College Student and the Law CSPA 6130: Practicum I

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Practicum

To complete the Graduate Certificate in College Student Personnel Administration students must complete a total of 65 hours of practicum. Students are responsible for documenting their practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize College Student Personnel Administration methodology and theory within an educational setting. Students will have the opportunity to apply theoretical concepts within a practical framework.

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Practicum provides a placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Director of Practicum and Field research will work with you to establish a placement suited to your interests, if possible. Additionally, the student is encouraged to explore and initiate a Practicum setting specific to their own individual interests. If students find an appropriate site, the Practicum Director will assist the student in calling the site and negotiating for a placement.

Additionally, the student will attend a Practicum class with course work and faculty supervision. The student must receive contractual approval from both the Practicum Director and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval.

The practice component of the student's Practicum is evaluated by the on-site supervisor each term; this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the Practicum Faculty.

Practicum experience abroad is subject to a different set of policies and procedures. Information about practicum is accessible at <http://shss.nova.edu/DCAR/practicum.html>.

Graduate Certificate in Qualitative Research

The Graduate Certificate in Qualitative Research (QRGP) is offered through the Department of Multidisciplinary Studies (DMS). It consists of six three-credit hour online courses (18 credit hours) designed to prepare academics, professional research consultants, and graduate students to understand a variety of qualitative research approaches and to conduct qualitative research studies. Our certificate students will (a) gain insight into the philosophical and theoretical foundations of qualitative research; (b) distinguish and critique qualitative research approaches and products; and (c) apply best practices in qualitative research to design, propose, conduct, and compose qualitative research of their own.

Students may take three to six credit hours per term. Students can expect to complete the QRGP in one to two years depending on their pace of study. Students in the program who are in good standing and wish to pursue a master's degree may apply to the department for acceptance into the Master of Arts in Cross-disciplinary Studies (MACS). QRGP courses are eligible for consideration for transfer of credit (TOC) into MACS as concentration courses or as an elective provided they meet other TOC requirements. See Transfer of Credit requirements.

Required courses are:

- QRGP 6300 Foundations of Qualitative Research
- QRGP 6301 Qualitative Data Collection
- QRGP 6302 Qualitative Data Analysis I
- QRGP 6303 Qualitative Data Analysis II
- QRGP 6305 Qualitative Research Design

Students will take an elective from the following:

- QRGP 6304 Appraising Qualitative Research
- QRGP 6306 Conducting Qualitative Research I
- QRGP 6307 Conducting Qualitative Research II
- QRGP 6308 Writing Qualitative Research

Degree Plans

Below is a sample of a degree plan for a full-time student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Degree Plan: 18 credit hours

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Fall (August)	Winter (January)	Summer (May)
QRGP 6300 Foundations of Qualitative Research	QRGP 6301 Qualitative Data Collection	QRGP 6305 Qualitative Research Design
QRGP 6302 Qualitative Data Analysis I	QRGP 6303 Qualitative Data Analysis II	Elective

ABOUT OUR GRADUATE MINORS

Graduate minors foster pluralistic academic exposure and intellectual exchange. Many fields have become multidisciplinary and multi-professional. From a career angle, employers nowadays look for well-versed, well-rounded, versatile employees who can deal with ever-changing, multidimensional marketplaces. Graduate minors are areas of inquiry supplemental to the major graduate studies connected with other disciplines or professions. Graduate minors consist of 12 credits over and above a student's major program requirements. The graduate minors are obtainable for NSU graduate students in good academic standing, pending class seat availability. Please visit the website at http://shss.nova.edu/Academic_Programs/GradMinors/index.htm.

Graduate Minor in Conflict Resolution Studies

Offered through the Department of Conflict Analysis and Resolution (DCAR), the graduate minor in Conflict Resolution Studies emphasizes the theories and philosophies of disputing, justice, equity, and nonviolence. It is designed to introduce knowledge of the conflict resolution field and to provide foundations for academic and professional growth. It is offered in both a residential and distance learning format. The DCAR graduate minor is designed for non-major students who are interested in getting a foundational exposure to the conflict resolution field. Applicants from any disciplinary or professional backgrounds are welcome.

Curriculum (12 credits):

REQUIRED:

CARM 5000: Foundations & Development of Conflict Resolution & Peace
CARM 5040: Human Factors

Choose Two:

CARM 5020: Theories & Philosophies of Conflict
CARM 5100: Mediation Theory & Practice (Prerequisite: CARM 5000 and 5040)
CARM 5140: Negotiation Theory and Practice (Prerequisite: CARM 5000 and 5040)
CARM 6000: Organizational Conflict: Theory and Practice (Prerequisite: CARM 5000, 5040)
CARM 6120: Culture and Conflict: Cross-Cultural Perspectives
CARM 6170: Violence Prevention and Intervention (Prerequisite: CARM 5000)

Graduate Minor in Family Systems

The Graduate Minor in Family Systems in the Department of Family Therapy (DFT) is designed to introduce students to systems theory and how it is used to help individuals, couples, and families. Students taking this minor are prepared to better understand how family dynamics play a role in shaping individual and group behaviors in and outside of clinical settings. The courses are designed to familiarize students with some of the core concepts associated with systemic approaches to facilitating interpersonal change and development. Students will have a better understanding of how a systemic approach to interpersonal relationships can benefit families, communities, and large social systems.

Curriculum (12 credits):

Required:

SFTM 5310 - Introduction to Systems Theories
SFTM 5320 - Introduction to Marital and Family Therapy
SFTM 5321 - Theories of Marital and Family Therapy

Choose one:

SFTM 5330 - Group Psychotherapy
SFTM 6331 – Diversity and Psychosocial Issues
SFTM 6332 - Human Sexuality and Gender
SFTM 6374 – Human Development Across the Life Span

Graduate Minor in Information Systems

The Graduate Minor in Information Systems in the Graduate School of Computer and Information Systems (SCIS) focuses on technological foundations and application related to information systems including areas such as database systems, human-computer interaction, telecommunications and computer networking, computer security, electronic commerce, decision support systems, multimedia systems, and project management. It is designed to give students a broad knowledge of the discipline and to develop skills applicable to the solution of complex real-world problems. Courses are offered in both a residential and distance learning format. The graduate minor is intended for students who are comfortable with computer applications and use of the Internet and the World-Wide Web. Students should have knowledge and significant experience in computer applications (PC applications should suffice) and experience with the Internet.

Curriculum (choose 4, 12 credits):

MMIS 620: Management Information Systems
MMIS 621: Information Systems Project Management
MMIS 623: Legal and Ethical Aspects of Computing
MMIS 630: Database Systems
MMIS 652: Computer Security
MMIS 653: Telecommunications and Computer Networking
MMIS 654: Electronic Commerce On The Internet
MMIS 671: Decision Support Systems
MMIS 680: Human-Computer Interaction
MMIS 681: Multimedia Systems

ABOUT OUR DUAL DEGREE PROGRAM

**M.S. in Conflict Analysis & Resolution/J.D.
OR
Ph.D. in Conflict Analysis & Resolution/J.D.**

The Department of Conflict Analysis & Resolution will accept credits from the J.D. program offered through the Shepard Broad Law Center at NSU and apply them towards the M.S. or Ph.D. in Conflict Analysis & Resolution. The M.S. in Conflict Analysis & Resolution will accept 9 credits from the law program, and the Ph.D. program will accept 6 credits. Students must complete both programs in order to obtain the dual credits.

Students must seek admission independently to both the Department of Conflict Analysis Resolution housed in SHSS and the Shepard Broad Law Center.

ABOUT SHSS-BASED EXPERIENTIAL TRAINING AND COMMUNITY SERVICES

Advanced Bowen Family Systems Training Project/Workshops

In conjunction with the Western Pennsylvania Family Center, SHSS and the Department of Family Therapy has teamed up to present a series of Advanced Bowen Family Systems workshop trainings to members of the South Florida family therapy community, at no cost to the participants. These workshops are conducted at the training center of the WPFC in Pittsburgh, Pa., and are simultaneously broadcast electronically to the campus of Nova Southeastern University. These feature nationally and internationally renowned practitioners and experts in Bowen Family Systems theory who share their knowledge and expertise on various areas of family functioning and clinical practice. The electronic format allows for interactive question and answer sessions with the presenters, and exposes both students and members of the South Florida family therapy community to gain access to highly specialized professional resources. After the formal presentations conclude a "locals only" discussion follows, facilitated by a member of the Department of Family Therapy faculty.

Brief Therapy Institute and Family Therapy Clinic

The Brief Therapy Institute (BTI) is South Florida's primary training center for brief counseling and family therapy, as well as the community service provider for the Department of Family Therapy. Since 1988, BTI has provided affordable, innovative, culturally-sensitive counseling services to thousands of tri-county residents of diverse ethnic and cultural backgrounds, religious affiliations, and sexual orientation.

Located in the Maltz Building on NSU's main campus, BTI offers individuals, couples, and families a sliding-fee schedule, convenient times for appointments, and quick access to therapeutic treatment.

Much of the therapy at BTI is provided by practicum teams, each comprised of an AAMFT approved faculty member and up to six graduate student therapists. As one of the team members, a designated primary therapist works directly with the clients, the others join the supervisor in an observation room behind a one-way mirror. The two rooms are connected by telephone, so, as the session proceeds, the supervisor and team may call the therapist, make observations and pose questions.

Such "live supervision" of cases serves multiple purposes. The primary therapist receives ongoing, immediate feedback on his or her work. Team members behind the mirror are able to experience the session without having to conduct it, allowing them to learn from an intense, but non-demanding perspective. The supervisor is able to see clearly what the therapist is doing and how the clients are responding, making it possible to offer clear and relevant support and direction. And the clients are able to receive cutting-edge, non-pathologizing therapeutic involvement from committed professionals, helping them to resolve personal problems and interpersonal conflicts.

Our advanced doctoral students have an opportunity to participate in a more independent practicum which offers more flexibility for scheduling and seeing clients while still working with a supervisor and team. A wide variety of individuals, couples, and families are seen at BTI. We work closely with our community service providers to become a therapeutic resource for children and families facing, multiple issues, veterans, couples, and extended families. Issues may include school-related issues, reunification, substance abuse challenges, pre-marital, divorce, grief and loss, and other therapeutic issues. For more information, visit <http://shss.nova.edu/BTI/>.

Civility Project

Conflict, if managed effectively, can produce constructive change and transformation. The Civility Project provided services to help create more effective governance practices for a civil society by better addressing governmental and organizational issues. Our services and resources can promote collaboration and civility in your workplace. Civility is the foundation for communication, trust, and responsibility. This dynamic quality guides everyone to the right decision because civility promotes conflict resolution, better decision making, and effective organization processes. For more information, visit <http://shss.nova.edu/civility/>.

Community Resolution Services

Community Resolution Services (CRS) offers trainings and workshops, as well as mediation and facilitation services, to individuals, families, groups, and agencies to resolve conflicts on the NSU campus and out in the broader community. The largest practicum site for DCAR and DMS/MACS students at SHSS, CRS supports students who intend to enhance their skills and who want to participate in projects and activities rich with prospects for professional development. It also offers needed services to the community, at either no cost or based on a sliding fee scale. This enables our underserved community members to access and participate in conflict resolution services.

CRS offers professional opportunities in the community for students who want to practice mediation, facilitation, reconciliation, consensus building, policy dialogs, and training

delivery beyond the classroom. It also offers opportunities for faculty to mentor students while enhancing their own practice skills.

CRS maintains five primary outreach service projects:

1. The Community Understandings and Peace Project-CUPP-reaches out to our local communities, and provide mediation to disputing parties, facilitation and dispute resolution consultation for groups and organizations, and workshops and training for groups and the public. This helps disputing parties:

- Identify key issues and concerns

- Develop options, alternatives and solutions that will best meet everyone's needs

2. The VOICES Family Outreach Project helps families struggling with low to moderate levels of conflict and provides mediation and follow-up family education to address needs the family has identified in mediation. This encourages families to:

- Address family relationship difficulties

- Learn to communicate and resolve differences in non-violent ways

- Access other needed NSU and community services

3. The Campus Conflict Resolution and Mediation Program offers services to students, student groups, and student organizations throughout all NSU academic divisions, providing mediation, coaching, facilitation, workshops, and training. This assists students to:

- Deal with diversity issues

- Resolve conflicts between students

- Establish and expand strong student organizations

- Enhance student leadership skills

4. The CRS Training and Consulting Program-TCP -provides training and consulting to agencies and organizations as well as professional training and continuing education credit for mediators and other professionals. Training topics include domestic and family violence, diversity, crisis communication, anger management, mediation, mediation and professional ethics, and interpersonal conflict.

5. Peace Place is a collaboration between CRS and the Broward County Library System. DCAR faculty and students give scholarly talks, as well as presentations, discussions, and workshops of interest to families, communities, and groups related to conflict resolution and peace studies. The library provides a public forum and DCAR uses Peace Place as an opportunity to share important research, information, and conflict resolution skills with the community.

CRS has provided services to a number of agencies and organizations including The Urban League of Broward County, The Salvation Army of Broward County, Covenant House, law enforcement agencies, schools, and religious organizations. CRS has assisted schools in establishing peer mediation programs and providing peace education.

Please visit <http://shss.nova.edu/CRS/> for more information about CRS or contact Dr. Judith McKay.

Conflict Resolution Consulting and Training Group

The Conflict Resolution Consulting and Training Group (CRCTG) is a volunteer group of selected faculty and staff who are interested in gaining professional experience in conflict resolution training and consulting work. During our initial semester of operation in the Spring and Summer of 2010, students were able to assist Dr. Katz in his professional practice with groups such as the Cable Public Relations Association, the National League of Cities, the Defense Comptrollers Program and the Capstone Course for the Public Administration Program at Syracuse University. CRCTG students also assisted Dr. Katz in presentations on Conflict Styles and Workplace Mediation for Nova Southeastern staff members in workshops sponsored by the Office of Human Resources.

Equine Assisted Family Therapy Outreach

In collaboration with Stable Foundations, an equine assisted therapy practice within the local community, the Department of Family Therapy offers opportunities for master's and doctoral students to serve as clinical interns, offering equine assisted family therapy for individuals, couples, and families. Integrating the systemic theoretical foundations that are the hallmark of the family therapy program with the practice of equine assisted therapies, this collaborative effort provides a unique clinical opportunity for students. Clinical supervision is provided by Dr. Green and by licensed mental health professionals affiliated with Stable Foundations. Additionally, the Department of Family Therapy offers an Equine Assisted Family Therapy course to both Master's and Doctoral students. Taught by Dr. Shelley Green, Professor of Family Therapy, the course offers students the opportunity to both learn about and practice equine assisted family therapy, and to utilize the equine model to enhance and reflect on their own clinical strengths and approach.

Project on Culture and Creativity in Conflict and Peacebuilding

The objectives of this Project are (a) to promote research, theory-building, education, and outreach on the role of cultural production and narratives in conflict processes, (b) to generate dynamic conversations and exchange between the humanities and conflict resolution, and (c) to establish an identifiable concentration within the conflict resolution field on the role of creativity and culture in conflict and peacebuilding.

The "Project on Creativity and Culture in Conflict and Peacebuilding" addresses the role of cultural production and narratives (e.g., oral testimony, popular expressive traditions, literature, public folklore, mass media, photography, theater, music, mural painting) in (a) the escalation of social conflicts, (b) resistance to oppression, and (c) the practice of peacebuilding. Social conflicts are broadly conceived to encompass conflicts at various levels--between states, within states, and within communities. Also of interest are social divisions characterized by lack of mutual recognition, inequality, and/or oppression--for example, divisions along the lines of ethnicity, gender, sexuality, social class, or global regions. Please visit <http://shss.nova.edu/pcccp/> for more information.

Suicide and Violence Prevention

NSU's commitment to collaboration is clearly evidenced by the Office of Suicide and Violence Prevention. Dr. Douglas Flemons, SHSS Professor of Family Therapy, co-directs the office with Dr. Scott Poland, CPS Professor of Psychology. The office, which reports to the Division of Clinical Operations, is also staffed by a post-doc psychologist and a graduate assistant. Drs. Flemons and Poland and their staff offer trainings throughout the campus on suicide prevention, suicide assessment, stress reduction, and time management, and their website at <http://www.nova.edu/suicideprevention/> provides resources for campus based and online students, faculty, and staff. The office is just completing a 3-year SAMHSA grant that funded the creation of three video-supported

Blackboard training modules on suicide prevention and assessment, designed to assist in the creation of a human safety net for the entire NSU community. Drs. Flemons and Poland, co-PIs for the grant, were assisted by the grant coordinator, Dr. Erin Procacci, and by creative consultant Dr. David Spangler, a professor and administrator in the Fischler School of Education.

Systemic Change in Schools

Under the direction of NSU faculty and the Broward school district's office of Diversity and Multicultural Affairs, master's and doctoral level family therapy interns provide mentoring, family therapy and consultation to public schools serving an at risk population. For 2012/2013, the program will serve four elementary and three middle schools. The program has received district wide recognition, and has resulted in a publication in Family Therapy News, two national presentations and several dissertation projects.

ABOUT OUR STUDENT SERVICES

Faculty Mentors

Each new student is assigned a faculty mentor. Students should meet with their mentor periodically. The faculty mentor is an important resource for students' professional development. Questions, frustrations, or constructive concerns regarding a classroom experience or the program in general, should be discussed with the mentor. The mentor advisor will protect students' anonymity if preferred, but may also bring student concerns to the department chair or to the faculty. Once a doctoral student selects his/her dissertation committee chair, that person automatically becomes that student's faculty mentor.

SHSS Student Government Association

The SHSS Student Association (SHSS SGA) is an organization whose goal is to unify the student body by building learning communities through social activities, academic events, and clubs, etc. The SHSS SA consists of the Executive Board (President, Vice-President, Treasurer, and Secretary) and Representative Council (Student Representatives from each department, International Student Representative, Online Student Representative). Elections are held in March for these offices. An SHSS faculty member serves as SA Advisor. Please visit <http://shss.nova.edu/sa>.

Graduate Assistantships

Each department offers some graduate assistantships (GA) for doctoral students. GAs must be enrolled as full time students in an on-campus degree program at the SHSS, maintain a minimum 3.5 GPA, and remain otherwise in good academic standing. The GA's duties may include but will not be limited to assisting the faculty member in developing and conducting research, preparing and facilitating grants and contracts, conducting research relevant to course preparation, and community outreach. Positions will be for a maximum of 20 hours per week. Compensation is hourly at \$15/hour. Continuation of the assistantship may be reviewed after each term based on the student's academic performance and performance as a GA.

Students enrolled in the M.A. in Cross-disciplinary Studies are eligible to apply for the GA position with the department. The same guidelines seen above apply.

Students enrolled in the programs in College Student Affairs are eligible for GA positions through NSU's Division of Student Affairs. Compensation for these positions is room, board, tuition waiver, and a stipend. GA's in these positions work closely with the Dean of Student Affairs and other campus life administrators. Please visit <http://www.nova.edu/cwis/studentaffairs/> for more information.

Scholarships

Students are encouraged to seek internal and external scholarships. SHSS provides an online database of organizations that fund social science and humanities programming and research. Please visit <http://shss.nova.edu/SFSP/> for more information.

In addition, NSU has several scholarship programs administered through the Office of Student Financial Assistance.

Please visit <http://www.nova.edu/cwis/finaid/scholarships/index.html> for more information.

Career Development Program and Career Connections

SHSS is concerned not only with students' academic progress, but also with their career development. Whether a student is a master's student newly graduated from college or a doctoral student with significant professional experience, his or her career objectives and goals will likely change during this program as opportunities increase.

Students' academic studies will expose them to theories and concepts that may prompt them to see themselves in professional areas that had never been considered before; maybe had never even heard of before. If a student is uncertain of the best way to obtain information about new career possibilities or how to best link electives and practicum opportunities to this goal, the CDP can provide the support needed through its informative resources.

The family therapy field is expanding into business consultation, health care administration, social services, and other areas beyond the traditional arena of private practice and education. And unlike disciplines whose graduates pursue a limited number of career choices, the conflict resolution field touches almost every professional arena. Opportunities exist in areas such as business, law, education, science, public administration, government, social services, community organizations, and the arts and entertainment. Students in cross-disciplinary studies can work in positions across many professions maximizing their unique interprofessional and interdisciplinary training and skills. The field of college student affairs involves not only colleges and universities, but touches upon related organizations and communities. The field of national security requires the ability to critically analyze intelligence information, understand historical and contemporary issues informing the field, and to perform textual analyses. Our students have many creative options, but there is much to learn about these options.

Students' previous educational, professional, community, and volunteer experiences, coupled with their own unique personality, style, and people skills, will point toward specific opportunities. The student's career development plan is therefore a unique design with specialized long- and short-term objectives and goals. The student's goals today will likely be different from the goals he or she will have a few years from now, so this plan must be fluid and must reflect the student's academic and professional growth.

The Career Development Program offers periodic workshops in aptitude identification, resume writing, and interviewing techniques in collaboration with NSU's Career

Development. Career Cafes are opportunities to meet practitioners and learn more about specific career paths and opportunities. We bring in local professionals for brown bag lunches or pre-class seminars and serve as a conduit between students in the center and NSU's Career Development. The Career Connection is an online resource for SHSS students and alumni providing lists of jobs, hyperlinks, resource lists, references to helpful books and materials, and periodically offers online chats and workshops. In order to participate in Career Connections you must be an SHSS student or graduate and you must request to be added to the web environment. You may visit the Career Development Program on the World Wide Web at: <http://shss.nova.edu/CDP>.

The Writing Lab

SHSS provides free writing assistance for students through The Writing Lab. The lab is offered weekly on campus, online via Blackboard, and as a live online chat. There are also workshops scheduled each term on various writing topics, including at each Residential Institute. For more information please contact the Department of Multidisciplinary Studies.

SHSS Online

In an effort to offer students, graduates, faculty, and staff greater access to important information, SHSS provides a comprehensive World Wide Web homepage (<http://shss.nova.edu>), which contains all the necessary information. The SHSS Web pages are home to a number of unique online resources created and developed here at the school. The following is a list that students may find useful and interesting:

- Scholarships/Fellowships Search Program
- Career Development Program
- SHSS Dialogs
- Brief Therapy Institute
- Community Resolution Services
- The Civility Project
- Project on Culture and Creativity in Conflict and Peace Building:
- Employment Opportunities at SHSS:
<http://shss.nova.edu/AboutSHSS/employ.htm>
- NSU Distance Library Services: <http://www.nova.edu/library/electlib/>
- NSU Computer Help Desk: <http://www.nova.edu/help/>

Student Evaluation of Classes and Practicums

At the end of each term, students are given the opportunity to provide the program with their comments about the courses they took. The student's anonymity is strictly protected in the following ways: a) no names are required on the evaluation; b) all evaluations are completed on a secure website; c) faculty members do not receive an overall summary of the evaluations until after grades have been submitted to the Registrar. Student feedback is welcomed and considered very valuable.

ABOUT OUR ACADEMIC POLICIES

Residency Requirements, Time Limits, and Leave of Absence

Department of Family Therapy

DFT students have a maximum of 7 years to complete their doctoral degree; 5 years to complete their master's degree. Students who do not meet this requirement will be

considered inactive and would need to reapply to the program. A Leave of Absence taken during the course of the program does not extend the 7 year deadline.

Department of Conflict and Resolution

DCAR PhD students have 7 years to complete their doctoral degree; however, students may petition for a maximum of three one-year extensions. These extensions are requested on a year-to-year basis, based on completing the requirements for that year, and are awarded at the discretion of the faculty. Consideration for determining an extension is based on a student's satisfactory progress towards completing all degree requirements. If program requirements are not met and the requirements for a one-year extension are not met, students will be dropped from the program. A leave of absence taken during the course of the program does not extend the 7-year deadline.

DCAR Master's and Graduate Certificate students must complete degree requirements within 5 years. If after 5 years a student has not yet graduated, they will need to retake any course for which they received transfer of credit taken more than 7 years ago. Each term thereafter the student will be responsible for the M.S. courses taken more than 5 years before that point in time. Leaves of absence taken during the course of the program do not extend the 5 year deadline.

Distance learning students are required to attend 5 day long Residential Institutes (RIs) per academic year. The Residential Institutes are held on the NSU main campus.

Students are expected to be continuously enrolled until degree requirements are completed. If a student needs to discontinue studies, s/he must apply for a leave of absence. Any student who does not register and does not apply for a leave of absence will be considered withdrawn from the program. Withdrawn students need to petition for re-entrance into the program to which they were accepted.

Department of Multidisciplinary Studies

DMS students have a maximum of 5 years to complete their master's degree or graduate certificate. Students who do not meet this requirement will be considered inactive and would need to reapply to the program. Leaves of absence taken during the course of the program do not extend the 5 year deadline.

Students are expected to be continuously enrolled until degree requirements are completed. If a student needs to discontinue studies, they must apply for a leave of absence. Any student who does not register and does not apply for a leave of absence may be considered withdrawn from the program. Withdrawn students need to petition for re-entrance into the program to which they were accepted.

Graduation Requirements

Students must complete all degree requirements within the stated time limit. In addition, Doctoral students must have a 3.5 GPA and M.S. students must have a minimum 3.0 GPA at the time of degree completion. Students must not be in financial arrears with any office at NSU.

Transfer of Credit

Credit hours may be accepted for transfer into the Ph.D. and M.S. programs. These must be graduate courses taken at regionally accredited colleges or universities. All courses to be transferred must be substantially equivalent to courses taught in the program to which the student is applying. Each applicant's submissions will be reviewed on an individual basis. There are no transfer credits given for electives.

To be considered for transfer of credit, students must submit an Application for Transfer of Credit, available online for the program to which they are applying. The application must be supported with a catalog course description and the syllabus that document the content of each of the course(s). No more than two courses may be used to establish equivalence with one NSU course, nor can any syllabus be submitted for transfer to two courses. To be considered for transfer of credit, courses must have been completed less than 7 years prior to the beginning of the student's first term. Also, course grades for any transfer of credit request must be a "B" or higher.

Courses approved for transfer of credit are recorded on the student's NSU transcript.

Transfer of credits need to be submitted upon admission to a program and prior to the development of degree plans. Requests for transfer of credit must be completed before the end of the student's first term. Transfer of credits will not be accepted after a student's first term in the program.

The following is the maximum number of transfer credits accepted by each program:

- Ph.D. in Conflict Analysis & Resolution: 24 credits
- Ph.D. in Family Therapy: 21 credits
- D.M.F.T. Doctorate in Family Therapy: Varies
- M.S. in College Student Affairs: 9 credits
- M.S. in Conflict Analysis & Resolution: 9 credits
- M.A. in Cross-disciplinary Studies: 12 credits
- M.S. in Family Therapy: 9 credits
- M.S. in National Security Affairs: 12 credits

DCAR or DMS students who may be unable to receive Transfer of Credit but who believe and can demonstrate mastery of a required course, (i.e., through extensive professional experience) may be able to receive a Waiver of Requirement. The Waiver of Requirement does not provide credit; rather it enables a student to take an elective in lieu of the required course. Waivers are at the sole discretion of the department and must be requested prior to the end of the first term in the program.

Adding/Dropping/Withdrawing from Classes

Students must register for courses prior to the beginning of the term. The Drop/Add period can be identified on the SHSS Academic Calendar located in this catalog and online. Various refund periods are detailed in the Academic Calendar.

The dates for withdrawing from a course are identified on the Academic Calendar. Withdrawal from a course during the timeframe designated on the Academic Calendar shall lead to a W being placed for that course on the transcript.

If a student never attends or actively participates in a course, per university registrar guidelines, the instructor must enter an "unearned" failing grade (F, NP) and 0.0 hours attended in WebSTAR.

A student will only be permitted to petition and receive consideration for a retroactive drop, withdrawal, or refund for a course more than 30 days after the end of the term if he or she has extremely extenuating circumstances and provides the appropriate documentation (e.g., medical records, death in family, etc.)

Auditing Classes

Students wishing to audit a class may do so if there is space and with permission of the instructor and Department Chair. Students who are auditing a class may participate in class discussions, but will not be required to fulfill class requirements. Auditing students do not complete class assignments and do not receive academic credit for the class. An audit notation (AU) will appear on transcripts. Auditing fees equal 60% of the regular tuition cost of the course.

Cancellation of Classes

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, students will receive a full refund of tuition paid for the cancelled class.

Incomplete Grades

A student can request an incomplete grade under certain, extenuating circumstances when unable to complete all course requirements within the term registered. An incomplete grade may be granted only if the student is maintaining a passing average on all required course work up to the point of the request. Students, rather than faculty, must initiate a request for an incomplete grade.

A student must discuss with their instructor the need for an incomplete in the course; then make a formal, written request to their instructor for an incomplete grade. Such requests, unless there is an unexpected medical emergency, must be approved two weeks before the last regularly scheduled class (refer to the SHSS Academic Calendar). The Incomplete Grade Request Form must include a detailed description of the work that needs to be completed, the term, expected completion date, and any other information agreed to by the student and instructor. Signatures must be completed prior to a final approval and filing the originally signed form with the Program Coordinator. To review an Incomplete Grade Request Form visit <http://shss.nova.edu/Downloads>.

An incomplete, noted as "I" on the student's transcript is for a period of one term only. It is the responsibility of the student to work with the instructor and submit completed work at the agreed on date and prior to the last of class of the following term. At the end of the following term, if the work has not been completed, the incomplete grade is automatically changed to an F. Students who have an outstanding incomplete grade or who have a failing average may not receive an additional incomplete.

Please note that incomplete grade policies for various programs may vary. For example, no incomplete grades are given for practicum courses in family therapy; however, DCAR offers consideration of an incomplete grade under extreme unexpected circumstances. The practicum handbook for each department offers accurate information about current policy.

Leave of Absence

A student may request a Leave of Absence. The form is located on the Student Resources webpage and must be completed and approved three weeks prior to the date of the leave request. Students on leave for more than three consecutive terms and not registered within the following term are considered inactive and would need to reapply to the program. A Leave of Absence does not extend the original timeframe for completing the degree program.

Academic Evaluation and Standards

The Department of Family Therapy and the Department of Mutidisciplinary Studies utilizes the following grading criteria and the ability to meet the course requirements based on rubrics located within each syllabus: A, B, C, and F. A grade of W is given to a student who withdraws from a course and based on the Academic Calendar requirements for withdrawals. Letter grades of P (Pass), PR (In Progress), and NP (No Progress) are used for portfolios and dissertations.

The Department of Conflict Analysis and Resolution utilizes the following grading criteria and grading rubrics in each course syllabus: A, A-, B+, B, B-, C+, C, C-, and F (the use of + and – grades is at the discretion of the course instructor but will be indicated in the course syllabus). A grade of W is given to any student who withdraws in accordance with the Academic Calendar requirements for withdrawals. Letter grades of P (Pass), PR (In Progress), NP (No Progress), and F (Fail) are used for exams and dissertations.

Attendance

Attendance is required for all courses to meet the educational requirements of the program. Two unexcused absences during a classroom course will result in an automatic grade of F for the course. More than two unexcused absences during a practicum shall lead to a failure for the course. Grades of A or B are considered acceptable for graduate-level training. A grade of W shall not affect standing in a program; however, a W grade may affect a student's academic progress status for obtaining financial aid. Students who receive a grade of F are put on academic probation and must repeat the course(s) within one year. Doctoral students must maintain a 3.5 GPA and master's students must maintain a 3.0 GPA for successful graduation. Students who do not meet these requirements, or who cannot raise their GPA to meet program requirements will be dismissed from the program.

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Probation and Dismissal

Students shall be placed on academic probation when they receive an F for a course, when they have two Cs, when they have more than two active incompletes, or when their GPA falls below 3.0 for masters and 3.5 for doctoral programs. Academic probation is noted on the student's transcript.

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All courses with an F must be retaken and passed within one year. If a student has two Cs, course(s) must be retaken within one year to reduce the number of Cs to one. Students with an I must resolve all incomplete grades within one term. Students who do not successfully resolve academic probation within one academic year will be dismissed from the program.

Students with more than one F at any time in the program will no longer be considered in good standing in the program. These students will be required to meet with the Program Director/Chair and faculty representatives in order to determine whether the student will be allowed to continue in the program. The program reserves the right to dismiss such students from the program.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the program's administration. If approved, the student will be readmitted to the program at that time. Only those courses with grades of B or better will be applied toward the degree. Dismissal for violations of professional, ethical conduct will be final. Students dismissed for such conduct will not be considered for readmission to the program.

Code of Student Conduct Statement

The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University as defined by the University administration or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Dean of Student Affairs or by the individual academic college, center, or school as deemed appropriate.

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs Web site. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

Nova Southeastern University

Statement of Student Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university
- Scrupulous respect for the equal rights and dignity of others, and
- Dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established university and academic center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County, the state of Florida, as well as any other laws, rules, and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations.

Email Policy

In keeping with NSU policy the Graduate School of Humanities and Social Sciences (SHSS) requires its students to hold and regularly maintain one official university-assigned computer account that is used to access major computing resources, including email. Students must use their NSU email accounts when sending email to faculty and staff and must CLEARLY identify their names and other appropriate information, e.g., course or program. When communicating with students via email, faculty and staff members will send mail ONLY to NSU email accounts using NSU-recognized usernames. Students who forward their NSU-generated email to other email accounts do so at their own risk of not receiving required program information.

Academic Standards and Writing Skills

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

1. **Cheating** is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. **Fabrication** is the intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating Academic Dishonesty** is intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism** is the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.

Students are expected to submit all assignments and exams that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

A. Original Work:

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., **must be** the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks and page numbers. At all times, students are expected to comply with the

university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

B. Referencing the Works of Another Author:

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at Nova Southeastern University.

C. Tendering of Information:

All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

D. Acts Prohibited:

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:

- Plagiarism
- Any form of cheating
- Conspiracy to commit academic dishonesty
- Misrepresentation
- Bribery in an attempt to gain an academic advantage
- Forging or altering documents or credentials
- Knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action up to dismissal.

Student Conduct

Each student is evaluated on an ongoing basis while enrolled in the school. In addition to academic evaluations given in courses, students are evaluated for their readiness for professional and scholarly work. If, for any reason, a faculty member has reason to question the satisfactory progress of any student, the faculty member

shall discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the program director and the faculty as a whole. Appropriate faculty members will be asked for additional review and comment. If faculty members concur that a student is exhibiting poor performance in one or more of the areas listed below, the faculty may request that the student attend a faculty meeting for an informal resolution of the problem. The faculty may make specific recommendations to the student for improvement in personal behavior, psychological, or academic performance. If the problem continues, and if the student does not comply with the conditions, he or she may be dismissed from the program.

The school has identified several categories of behaviors that are essential to professional and scholarly performance. These broad areas include:

1. Academic abilities
2. Professional and scholarly ethics
3. Responsibility, dependability, open-mindedness, and cooperation
4. Responsiveness to constructive criticism

Student Appeals

Students must initiate the appeals process no later than 30 days after the decision to be appealed is made. In case of a grade appeal, the appeals process must be initiated no later than 30 days after the grade is posted. As students follow the process steps and make contact with the appropriate faculty and administrators, they are encouraged to use email as a means of confirmation. Please copy the appropriate department assistant to enhance follow-up.

1. Discuss the matter with the faculty member. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should:
2. Discuss the matter with the appropriate Program Director or Liaison of the Department. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should:
3. Discuss the matter with the appropriate Department Chair. (For DCAR and DMS students, this would be the Chair of DFT; for DFT students, this would be the Chair of DMS.) Please note that at Step 3, the student must document his/her grievance. If the matter is not resolved within 30 days after contact is made, and the student wishes to continue the appeal process, she or he should:
4. Discuss the matter with the Dean of SHSS, who is the final arbiter.

Institutional Review Board (IRB)

NSU encourages the conduct of research in and among its colleges and centers, and in collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the university is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human subjects.

Students must process **all** proposed research through the SHSS IRB representative. Please consult the Chair of the department and the IRB website for additional information. The IRB website is <http://www.nova.edu/irb/>. Any violation of this process is considered a breach of ethics and grounds for dismissal.

Faculty/Student Collaboration

Students are encouraged to collaborate with faculty on articles and books for publication. Authorship will follow APA guidelines. Students are also encouraged to collaborate with faculty on presentations, and may do co-therapy, co-mediation, etc. with faculty as indicated by their practicum supervisor. In general, collaborative relationships are encouraged, within the boundaries of mutual respect and appropriate roles.

Advertising

It is against University policy for students to advertise their business activity, even if program related, through e-mail or mail box distribution to faculty, students and staff.

SHSS Faculty, Staff, and Administration

- **Francesca Angiuli**, Office Manager, Brief Therapy Institute
B.S. in Psychology
- **Marcia Arango**, Enrollment Manager/Admissions
- **Elena Bastidas**, Assistant Professor of Conflict Resolution and Environmental Studies
Ph.D. in Food and Resource Economics
Teaching and research interests: Conflict analysis and resolution, economics, conservation and development, gender and development, development of appropriate technology for small farmers, livelihood systems and quantitative methods.
- **Dustin D. Berna**, DCAR [Directorship of Assessment & Planning/Assistant Professor Master's Program Liaison/Assistant Professor of Conflict Resolution and Political Science](#)
Ph.D. in Political Science
Teaching and research interests: Research specializations include Middle Eastern politics, Islamic fundamentalism, religious extremism, social movements, terrorism, and political institutions.
- **Erica Guterman**, Executive Assistant, Dean's Office
- **Tommie V. Boyd**, Chair, Department of Family Therapy/Associate Professor of Family Therapy
Ph.D. in Family Therapy
Teaching and research interests: Relational, collaborative implementation of systems thinking in medical settings, couples therapy, supervision, teaching and research, and consulting.
- **Janice Burgoyne**, DIAS Director of Human Resources
Master's in Business Administration
- **Christopher F. Burnett**, Associate Professor of Family Therapy
Psy.D. in Clinical Psychology

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Teaching and research interests: Application of systems thinking in organizational and social systems, human systems consulting, Bowen family systems theory, systemic approaches to quantitative and qualitative research methodologies.

- **Jason J. Campbell**, Assistant Professor of Conflict Resolution and Philosophy
Ph.D. in Sociopolitical Philosophy
Teaching and research interests: Genocide studies and prevention, the problem of evil, state endorsed mass extermination and the theoretical understanding of exclusionary ideologies.
- **Andrea Cevallos**, Program Coordinator, Department of Family Therapy
- **Ronald J. Chenail**, Vice President for Institutional Effectiveness/Professor of Family Therapy
Ph.D. in Family Therapy
Teaching and research interests: Discourse in therapy and mediation, qualitative inquiry.
- **Patricia M. Cole**, Associate Professor of Family Therapy and Family Business
Ph.D. in Family Therapy
Teaching and research interests: Family relationships in family business and in other work contexts, gender concerns in the workplace, qualitative research.
- **Robin Cooper**, [DCAR Director of Ph.D Program](#)~~Ph.D. Liaison~~/Assistant Professor of Conflict Resolution and Ethnic Studies
Ph.D. in Conflict Analysis and Resolution
Teaching and research interests: Identity-based conflict, cross-cultural resolution, qualitative research, collaborative practices in organizational contexts and student learning.
- ~~**Crystal Darville**, Internship Coordinator, Department of Family Therapy
B.S. in Psychology~~
- ~~**Mark Davidheiser**, Assistant Professor of Conflict Resolution and Anthropology
Ph.D in Anthropology
Teaching and research interests: Socio-cultural anthropology, culture and conflict, interpersonal conflict analysis and resolution, inter-group relations and reconciliation programs, "race" and ethnicity, development and assistance, pastoralist systems, farmer-herder conflict, rural societies, governance, displacement and resettlement, legal reform, Africa, Islam, multiculturalism, community relations, and research design and methodology.~~
- **Cheryl Duckworth**, Assistant Professor of Conflict Resolution
Ph.D. in Conflict Analysis and Resolution
Teaching and research interests: Peace education, development, culture and conflict, qualitative methods.
- **Douglas Flemons**, Professor of Family Therapy
Ph.D. in Family Therapy
Teaching and research interests: Relational means of creating and understanding contextual phenomena such as therapy, hypnosis, and learning,

writing as inquiry, therapeutic imagination, the presence of absence and the absence of presence.

- **Adriana Garay**, Director of Marketing, DAIS
Master's in Business Administration
- **Alexia Georgakopoulos**, Associate Professor of Conflict Resolution and Communication
Ph.D. in Communication
Teaching and research interests: Conflict, Intercultural Communication, Organizational Communication, Pedagogy Communication, Nonverbal Communication, and Interpersonal Communication.
- **Arlene Brett Gordon**, Director, Brief Therapy Institute
Ph.D. in Family Therapy
Teaching and research interests: Brief solution-focused therapy and theory, supervision and training in brief systemic therapies, application of the solution-focused approach in community settings, action research.
- **Tamea Graham**, Program Manager, Department of Multi-Disciplinary Studies
- **Shelley K. Green**, Professor of Family Therapy
Ph.D. in Home Economics
Teaching and research interests: Supervision and training in systemic therapies, the role of gender in team development, therapist learning styles and personal competence, systemic approaches to sexual issues in therapy, brief therapy with persons with AIDS.
- **Toran Hansen**, Assistant Professor, Department of Conflict Analysis and Resolution
Ph.D. in Social Work
Teaching and Research Interests: Restorative justice, social justice, social networks, peace studies, mediation, facilitation, negotiation, social movements, and the generalist approach to conflict resolution.
- **James Hibel**, DAIS Senior Director of Institutional Enhancement/Associate Professor of Family Therapy
Ph.D. in Child and Family Studies
Teaching and research interests: Teaching and supervision of narrative systemic therapy, theoretical and practical applications of postmodern systemic therapies, application of less hierarchical models to supervision and training issues, systemic therapies with adolescents and their families, sequential response models in systemic therapy.
- **Gay Holliday**, Associate Dean of NSU Student Affairs Division/College Student Affairs Program Faculty
Ed.D. in Education
Teaching and research interests: Current issues and trends in student affairs, administration and supervision in student affairs, student success, involvement/engagement in higher education, organization development and change, student affairs and higher education, legal issues in student affairs, assessment in student affairs.

- **Neil Katz**, Professor, Department of Conflict Analysis and Resolution
Ph.D. in American Studies
Teaching and research interests: Organizational conflict, interpersonal communication, group dynamics, leadership and power, negotiation
- **Martha G. Marquez**, Ph.D. Program Director and Accreditation Administrator, Department of Family Therapy/Assistant Professor of Family Therapy
Ph.D. in Marriage and Family Therapy
Teaching and research interests: Issues of social justice, culture and diversity as well as inclusion, work with couples, sexuality in relationships, supervision, and ethical and professional issues.
- **Judith McKay**, Chair, Department of Multidisciplinary Studies/Associate Professor of Conflict Resolution and Community Studies; Director of Community Resolution Services
J.D., Ph.D. in Conflict Analysis and Resolution
Teaching and research interests: Violence prevention and intervention, strategic planning, organizational conflict, conflict and career coaching, leadership, public policy, social justice and human rights, experiential learning, interdisciplinary, crisis communication, family violence, and transformational narrative.
- **Tathiana Mezamour**, Assistant, Department of Department of Conflict Analysis and Resolution
- **John Miller**, Associate Professor, Department of Family Therapy
Ph.D. in Marriage and Family Therapy
Teaching and research interests: Practice of counseling, therapy, and human services work in an international context.
- **Ismael Muvingi**, Associate Professor of Conflict Analysis and Resolution
Ph.D. Conflict Analysis and Resolution
Research and Teaching Interests: Transitional justice, non-profit organizations, crosses cultural and international negotiation, peace, social movements, and human rights.
- **Debra Nixon**, Assistant Professor of Family Therapy/Diversity & Inclusion Administrator
Ph.D. in Family Therapy
Teaching and research interests: The person of the therapist in practice, isomorphism of therapeutic approach to classroom instruction using narrative and relational therapeutic approaches in diversity training, faith-based multicultural diversity training, liberation or transformative pedagogical ideology.
- **Anne Hearon Rambo**, Program Director, M.S. in Family Therapy/Associate Professor of Family Therapy
Ph.D. in Family Therapy
Teaching and research interests: Supervision and training in systemic therapies, therapy as play and play as therapy, development of the therapist's unique personal style, rhetoric and language skills training, family therapy history.

- **Claire Michele Rice**, [Interim Chair](#)/Associate Professor, Department of Conflict Analysis & Resolution
Ph.D. in Sociology
Teaching and research interests: Conflict resolution training, community organization, group dynamics and conflict, poverty alleviation/economic empowerment, diversity training, collaborative problem-solving and mentoring as viable tools for human resource and community development; community organization, racial and ethnic relations, organizational and school conflict, qualitative methods, dissertation preparation, research methods and design.
- **Lee Shazier**, Program Manager, Department of Conflict Analysis & Resolution
- **Jacob Shilts**, Practicum Coordinator, Department of Conflict Analysis & Resolution and Department of Multi-Disciplinary Studies
M.S. in College Student Affairs
- **Tania Trammell**, Assistant, Department of Family Therapy
- **Trish Turner**, [Internship Coordinator](#), [Department of Family Therapy](#)
[M.S. in](#)
- **Brad Williams**, Vice President, NSU Student Affairs Division/College Student Affairs Program Faculty
Ed.D. in Higher Education Administration
Teaching and research interests: 21st century college student, college student personnel and the greater community, student leadership development, student retention, student engagement.
- **Honggang Yang**, Dean/Professor of Interdisciplinary Studies
Ph.D. in Applied Anthropology
Teaching and research interests: Political anthropology, comparative conflict/peace research, ethnographic/qualitative research methods, graduate distance learning.

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COURSE DESCRIPTIONS

All courses are in numerical order are three credit hours unless otherwise indicated.

Ph.D. in Conflict Analysis & Resolution

CARD 5000 - Foundations and Development of Conflict Resolution & Peace Studies

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

CARD 5040 - Communication Dynamics in Dispute Resolution: The Human Factor

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

CARD 5100 - Mediation Theory and Practice

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARD 5040. Offered fall and winter.

CARD 5140 - Negotiation Theory and Practice

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.

Prerequisites: CARD 5000, 5040. Offered winter.

CARD 6120 - Culture and Conflict: Cross-Cultural Perspectives

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

CARD 6130 - Practicum I: Supervised Field Experience

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Prerequisites: CARD 5000, CARD 5040, CARD 5100, CARD 6140, CARD 7040, CARD 7050, CARD 7110. Co-requisite CARD 6120. Offered all terms.

CARD 6140 - Facilitation Theory and Practice

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Prerequisites: CARD 5040. Offered fall online and summer on campus.

CARD 6160 - Practicum II: Supervised Field Experience

Continuation of CARD 6130 Practicum I: Supervised Field Experience. Prerequisite: CARD 5000, CARD 5040, CARD 5100, CARD 6130, CARD 6140, CARD 7040, CARD 7050, CARD 7110. Co-requisite CARD 6120. Offered all terms.

CARD 6601 - International Conflict Resolution

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar-practitioners; formal mediation

by individual, regional, transnational, and international organizations; and mediation within small and large states. Offered occasionally.

CARD 6602 - Resolving Environmental and Public Disputes

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Offered occasionally.

CARD 6604 - Gender and Conflict

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Offered occasionally.

CARD 6605 – Introduction to Institutional Assessment

This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. Offered occasionally.

CARD 6606 – Advanced Mediation Skills

This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARD 5100. Offered occasionally.

CARD 6607 – Ethnopolitical and Community-Based Conflicts

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Offered occasionally.

CARD 6610 – Family Violence: The Effects on Families, Communities and Workplaces

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such

issues in the context of family mediation and other types of conflict intervention are explored. Offered occasionally.

CARD 6611 – Race and Ethnic Relations in America

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19th century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. Offered occasionally.

CARD 6613 – Arbitration Theory and Practice

The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. This course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards. Offered occasionally

CARD 6614 - Workshop Development

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Offered occasionally.

CARD 6618 - The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Offered occasionally.

CARD 6619 - Strategic Community Planning and Partnerships

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives. Offered occasionally.

CARD 6621 – Introduction to Human Rights, Theory and Practice

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions

(such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Offered occasionally.

CARD 6623 - Practicum III

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Program approval required. Offered occasionally.

CARD 6624 - Advanced Practicum

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. Offered occasionally.

CARD 6626 - Conflict Resolution for the School and School System

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Prerequisites: CARD 5040. Offered occasionally.

CARD 6627 - Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Prerequisites: CARD 5100. Offered occasionally.

CARD 6633 - International War and Resolution

This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Offered occasionally.

CARD 6634 - Metropolitan Conflict

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing

on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. Offered occasionally.

CARD 6635 Advanced Facilitation: Facilitating Complex Group Problem Solving

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: CARD 6140. Offered occasionally.

CARD 6638 – Conflict and Crisis Management: Theory and Practice

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. Offered occasionally.

CARD 6639 – Organizational Conflict Intervention

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. Offered occasionally

CARD 6640 – Critical Incidents Response

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies. Offered occasionally.

CARD 6641 – Conflict and Crisis Negotiation

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. Offered occasionally.

CARD 6643 – Social Aspects of Terrorism

In the last ten years we have seen a significant surge in acts of terrorism. Today, terrorism plays a significant role in international and domestic politics and affects each of us in varying degrees. This course is an advanced seminar dealing with terrorism. It is imperative that we understand terrorism, the history of terrorism, the types of terrorism, the terrorist, his motivations, and the causes and consequences of terrorism. This course examines a wide range of topics in order to provide you with a deeper understanding the phenomenon of terrorism. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of terrorism, as well as consider the different means to countering terrorism. We will evaluate the domestic and international causes and effects of terrorism, state-sponsored terrorism, and suicide terrorism. We will examine and evaluate how terrorists raise, store, spend, and transfer their financial resources. We will also examine and evaluate the terrorist's decision-making process.

CARD 6645 – Indigenous Systems of Conflict Resolution

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world. Prerequisite: CARD 6120.

CARD 6646 – The Anthropology of Peace and Conflict

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. Prerequisite: CARD 6120.

CARD 6647 –Risk Management for Organizations

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business, and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring.

CARD 6648 – Researching Conflict

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goals of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Prerequisites CARD 7090, CARD 7110.

CARD 6650 - International Negotiation: Principles, Processes, and Issues

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the

existing “international system”; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as “key player”; as well as the role of smaller states and non-state actors. Prerequisite: CARD 5140.

CARD 6651- Theories of Ethnicity and Nationalism

This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism.

CARD 6652- History, Memory & Conflict

By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Students will be introduced to the basic and major theoretical interpretations and the chronology of history of ideas. Questions to be considered include: how does the past become the present and remain in it, and, how do we as researchers interpret the relevance of history and memory? Others are: how is the past invented, mythologized about, and re-invented? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next?

CARD 6653 – Conflict in Conservation and Development

This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches.

CARD 6654- Islam, Conflict, and Peacemaking

This course will provide a historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building.

CARD 6655-The Interdisciplinary Writer

This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected

to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing strengths and skills, improve editing abilities, and better understand how an author's writing and those of others a piece's purpose, its organizational structure, level of craft execution, authorial voice, and engagement of the audience.

CARD 6656- Gender, Conflict and International Development

This course provides the student with essential understanding of the factors that shape the social, political and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies. and provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development.

CARD 6657-Conflict Coaching Theory and Practice

This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies.

CARD 6659-Conflict and Peace Building in Africa

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.

CARD 6664 Restorative and Transitional Justice

This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe.

CARD 6665 Irish Social Conflict

This graduate seminar explores conflict at the societal-level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the

recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement).

CARD 6710- Exam Preparation

This course creates an environment to promote educational advancement in the program.

CARD 7001-Doctoral Seminar

This course is designed to provide support, information, resources, coaching and feedback to doctoral students in preparation for the qualifying examination. Primarily, the course focuses on preparation for the qualifying examination and assisting students in organizing their resources and time. Prerequisites: CARD 7090, 7100, 7120. Offered fall and winter.

CARD 7020 – Systems Design: History and Contemporary Practice

This course is an examination of concepts of dispute resolution systems design; includes the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems; explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms. Prerequisites: CARD 5000, 5040, 5100, 6120, 7040. Offered summer.

CARD 7040 - Theories of Conflict and Conflict Resolution I

This course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to conflict resolution. Offered winter.

CARD 7050 - Theories of Conflict and Conflict Resolution II

Continuation of CARD 7040. Prerequisite: CARD 7040. Offered summer.

CARD 7090 - Quantitative Research I: Methods and Tools

This covers a range of quantitative research methods and designs including, questionnaires, interviews and surveys, sampling, attitude and rating scales, tests of statistical significance, experiments, and the basics of descriptive statistics and univariate analysis. Offered fall.

CARD 7100 - Quantitative Research II: Analysis and Statistics

This course explores various methods of analyzing and presenting quantitative research data, including common concepts and techniques for analyzing results of surveys and experimental research projects: computer statistical programs and an in-house database, bivariate and multivariate analysis, index and scale development, and more advanced techniques such as regression analysis. Prerequisite: CARD 7090. Offered winter.

CARD 7110 - Qualitative Research Methods I

This course provides an introduction to the qualitative research traditions and the philosophical and ethical considerations in conducting this type of research, with a focus on phenomenology, grounded theory, and case study research. The course explores a range of qualitative data collection techniques, including qualitative interviewing and observation. In addition, elements of the qualitative research proposal will be discussed and practiced such as formulating an abstract, research problems, research questions/objectives, and methodological analysis. Offered fall.

CARD 7120 - Qualitative Research Methods II

This course continues to present the fundamentals of qualitative research by exploring a range of qualitative data analysis methods and techniques. In addition, conventions and features of reporting qualitative research will be discussed and practiced. This course will also include a focus on ethnography, narrative research, and other qualitative methodologies. Prerequisite: CARD 7110. Offered winter.

CARD 7250 - Public Policy

Analysis of current policy issues in the field of conflict resolution with an emphasis on the design, implementation, evaluation and analysis of legislation, including state and local policy initiatives in Florida, the United States, and abroad. Offered summer.

CARD 7500 - Teaching and Training

This is an introduction to teaching and training. Reviews instructional models and teaching literature with emphasis on teaching the adult learner. Prerequisites: CARD 5000, CARD 5040, CARD 5100, CARD 5140, CARD 6120, CARD 6130, CARD 6160, CARD 7040, CARD 7050, CARD 7090, CARD 7110, CARD 7120. Offered fall.

CARD 7510 - Teaching and Training Practicum

Provides an opportunity for supervised teaching and training experience in graduate, undergraduate, continuing education, video and curriculum development, seminar, online course delivery, and/or workshop instruction in conflict resolution or related field. Prerequisite: CARD 5000, CARD 5040, CARD 5100, CARD 5140, CARD 6120, CARD 6130, CARD 6160, CARD 7040, CARD 7050, CARD 7090, CARD 7110, CARD 7120, CARD 7500. Offered winter.

CARD 7900 - Dissertation

This course focuses on the development, writing, and defense of the dissertation. When approved, students register for at least three credits per term for a minimum of 12 credits. Prerequisites: successful completion of all coursework, the qualifying examination, and the approval of the Program Director and Dissertation Committee.

CARD 7901 – Dissertation Preparation

This course is designed to provide structure and guidance for students entering the dissertation stage of the doctoral program. Emphasis in the course will be on the steps necessary to prepare a draft dissertation proposal including research design, research tools, literature review, theoretical perspectives, and the design of research questions. Students in the class, in consultation with their dissertation chairs, will develop progress timelines and will be apprised of all the related policies and procedures for dissertation study. The course will utilize a facilitative approach and will employ peer review.

SHSS 6620 - Academic Writing

This course is a user-friendly seminar on how to write clear, unpretentious academic prose. It covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner; and includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

Ph.D. in Family Therapy**SFTD 5001 - Doctoral Seminar I (1 credit hour)**

General orientation to doctoral studies: Students learn advanced ethics, diversity, and social justice while focusing on research, writing, and library skills necessary for authoring papers in doctoral courses and for publications. Offered fall term.

SFTD 5002 - Doctoral Seminar II (1 credit hour)

Continuation of SFTD 5001: Students are introduced to professional development opportunities in diverse settings, specific details regarding professionalism, program and portfolio requirements, internships, and dissertation. Prerequisite: SFTD 5001. Offered winter term.

SFTD 5003 - Doctoral Seminar III (1 credit hour)

Continuation of SFTD 5002: Students are tutored in the skills necessary to develop a successful coursework, clinical, and academic/research portfolios as part of the doctoral program requirements. Prerequisite: SFTD 5002. Offered fall term.

SFTD 5006 - Introduction to Systems Theory

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies. Offered each term.

SFTD 5007 - Research in Marriage and Family Therapy

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field. Offered winter term.

SFTD 5008 - Introduction to Marital and Family Therapy: Counseling Theories and Techniques

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills. Offered fall term.

SFTD 5009 - Theories of Marriage and Family Therapy

This course offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, experiential therapies, and others, and provides a survey of differences in clinical practices. Prerequisite: SFTD 5006. Offered winter term.

SFTD 5010 - Systemic Family Therapy I

The study of those systemic therapies informed by cybernetics and oriented to the social organization of communication are included in this course. Emphasizes are placed on the work of the Mental Research Institute and Solution-Focused Brief Therapy. Prerequisites: Core courses and co-requisite SFTD 5006. Offered fall term.

SFTD 5020 - Systemic Family Therapy II

This course centers on Narrative Therapy theory and practice. Students will extensively explore assumptions, including distinctions between structuralist and post structuralist thought, which underline this model and contrast with other therapeutic models. Practice methods will focus on various maps and scaffolds which describe and organize Narrative practices. Students will explore the application of these assumptions and practices to a range of therapeutic problems as well as diversity and community issues. Prerequisites include core courses and SFTD 5010. Offered winter term.

SFTD 5030 - Systemic Family Therapy III

This course acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes are placed on family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Prerequisite: SFTD 5020. Offered fall term.

SFTD 5040 - Systemic Family Therapy IV

Study of the complexities and subtleties of language and the art of therapeutic implication are focused on in this course with discussions on the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Prerequisite: SFTD 5030. Offered winter term.

SFTD 5045 - Group Psychotherapy

This class is designed to provide an opportunity students and professionals to develop a set of core competencies in general group work from a systemic perspective. These core competencies include knowledge of group theories, common group dynamics, common group types, and legal and ethical issues. During the course students will also be introduced to various specialty/advanced competency areas in group work. The development of core skills will occur through a combination of didactic lecture in group theory, classroom discussion, and an experiential group. Offered winter term.

SFTD 5046 – Human Development Across the Life Cycle

Human Development covers the stages of the individual life cycle, and of the family life cycle, in cultural context. The interplay of individual development, unique individual difference, culture, socioeconomic context, and family context, will be considered and integrated with major models of family therapy. Therapy techniques appropriate for each stage of development will be explored. Offered fall term.

SFTD 5110 - Language Systems

This course locates the practice of therapy within cultural, philosophical, and scientific domains; it uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Prerequisite: SFTD 5006. Offered winter term.

SFTD 5120 - Thinking Systems

The study of systemic theory, particularly the ideas of relationship, difference, and context is the focus of this course, which emphasizes the ideas of Gregory Bateson. Prerequisites: SFTD 5006, SFTD 5110. Offered fall term.

SFTD 5300 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy

This course offers an in depth explanation of accreditation and licensure organizations, along with the ethical codes they promote in family therapy and related fields. This includes a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management with inclusion of an overview of professional opportunities in public service and training programs. Offered fall term.

SFTD 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, addictions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Prerequisite: SFTD 6200. Offered winter term.

SFTD 5355 – Introduction to Equine Assisted Family Therapy

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community. Offered fall and winter terms.

SFTD 5410 - Quantitative Research I

This course covers fundamental concepts and practices in quantitative research method by introducing measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the study of human sciences. Exemplary studies from family therapy literature are included. Prerequisite: SFTD 5007 or equivalent. Offered summer term.

SFTD 6200 – Internal Practicum I - IV

These four supervised clinical courses consist of the application of systemic therapy ideas and practices at the Department of Family Therapy in house Family Therapy Clinic. Approval needed to register for Internal Practicum IV. Prerequisites: SFTD 5006, SFTD 5008, SFTD 5300. Offered each term.

SFTD 6310 - Supervision and Teaching

This course provides an introduction to clinical supervision and instruction in systemic therapies; along with a review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. This is a second year course. Prerequisites: SFTD 6200 I and II. Offered summer term.

SFTD 6320 - Supervision Practicum

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies is conducted in the DFT in house Family Therapy Clinic. Students receive supervision of their supervision of others by AAMFT faculty supervisors. Faculty approve required. Prerequisite: SFTD 6310. Offered each term.

SFTD 6321 – Fundamentals of Teaching Marriage and Family Therapy

This course will introduce students to the fundamentals of teaching Marriage and Family Therapy in both a Graduate and Undergraduate learning environment. It will cover the distinctions between clinical and theoretical courses, practicum instruction, as well as those designed specifically to prepare students for state licensing examinations. Students will be exposed to the basic elements of syllabus construction, the application of evaluative rubrics, and other evaluative teaching mechanisms. They will also be required to demonstrate skills in course planning, lecture construction and delivery. Offered summer term.

SFTD 6325 Fundamentals of Supervision in Marriage and Family Therapy

This course will introduce students to the fundamentals of supervision in marriage and family therapy in clinical settings. It also meets the coursework requirements for becoming an AAMFT Approved Supervisor. Offered summer term.

SFTD 6410 - Quantitative Research II

This course provides an overview of the principles and techniques of computer-aided data analysis with an introduction to the use of univariate, bivariate, and multivariate statistics for hypothesis testing. An in-depth look at the theory and assessment of reliability and validity are included. Prerequisite: SFTD 5410. Offered fall term.

SFTD 6520 - Diversity and Psychosocial Skills

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and implications for interactional therapies and practices. Prerequisite: SFTD 6200 I. Offered fall term.

SFTD 6530 – Family Therapy Topics

This course provides in-depth information on special topics on a variety of family therapy issues. Content is determined by the expertise of the instructor. This is a second year course that advances critical thinking and practices across multiple venues. Topics include Advanced Bowen Systems, Couples Therapy, Grief and Loss, International Perspectives in Counseling and Therapy, Introduction to Equine Assisted Family Therapy, Organizational Systems and Consultation, School-based Family Counseling, and others. Prerequisite: SFTD 5040. Offered most terms.

SFTD 6540 - Independent Study in Family Therapy

An independent study is developed with a faculty of choice on a mutually determined critical family therapy topic that could include a specific research based or clinical project, or a grant funded research project. This course is generally taken at the end of the second year or later to enhance a student's independent studies and trainings. Prerequisite: Department approval required.

SFTD 6550 – International Perspectives in Counseling and Therapy

This course is designed to review issues relevant to the practice of counseling, therapy, and human services work in an international context. Issues explored include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific cultures reviewed include Mexico, China, Cambodia, South America, and India, and others; designed to appeal to a wide variety of students from various backgrounds. Students will learn to become more sophisticated with regard to their understanding of family functioning and the role of counseling and therapy in an international context. This course is also available as SFTD 6530: Family Therapy Topics. Prerequisite: SFTD 5006, 5008, 5009, 6200 I; II. Offered summer term.

SFTD 6558 Couples Therapy: Theory and Application

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness.

SFTD 6560 - Couples' Therapy I

This course covers couples' therapy issues that include marital research, evidence-based models, and attention to diversity issues in working with couples. This course is also available as SFTD 6530: Family Therapy Topics. Offered winter term.

SFTD 6570 – School-based Family Counseling

This course offers training to work in educational setting utilizing a brief, solution oriented, and strength-based approaches to school issues. Also, this course will assist those therapists seeking a certified educational planner credential. Prerequisite SFTD 6200-I. Offered summer term.

SFTD 6580 – Couples' Therapy II

The course provides extensive coverage of couples' therapy issues to include divorce, remarriage, trauma, infertility, infidelity, gender, power, intimate partner violence, GLBT couples, diversity and multicultural issues, substance abuse, mental illness, physical health, aging, technology, spirituality, death, professional, ethical and legal issues, and resources for couples. This course is also available as SFTD 6530: Family Therapy Topics. Prerequisite: SFTD 6560. Offered summer term.

SFTD 6590 – Advanced Bowen Systems

This course advances the study of the concepts of the natural systems approach to family therapy, family of origin issues, multigenerational systems processes, biological/evolutionary constructions to the understanding of human systems and the practical applications across multiple disciplines. This course is also available as SFTD 6530: Family Therapy Topics. Offered summer term.

SFTD 6630 – Grief and Loss

The personal beliefs and philosophies regarding dying, loss, and death are explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss are reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is also available as SFTD 6530: Family Therapy Topics. Offered summer term.

SFTD 6650 - Coursework Portfolio

The Coursework Portfolio is an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum. A written self review of professional growth, personal growth, and responses to challenges, along with other significant contributions is submitted in an electronic format that will include all course syllabi, papers, presentations, and other relevant data that reflects a successful doctoral student. Offered each term.

SFTD 6710 - Exam Preparation

This course provides an environment for students to promote educational advancement in the program, during transitional and exam phases, and based on student needs. Available each term.

SFTD 6750 – Clinical Portfolio

The Clinical Portfolio provides an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity in a manner and setting similar to that which could be expected in a job interview situation. This culmination of in-house clinical training allows students to demonstrate the full range and depth of their clinical skills and theoretical knowledge through a written statement of treatment philosophy, case study, and video presentation. Offered each term.

SFTD 6825 – Academic/Research Portfolio

The Academic/Research Portfolio is developed as a way for students to demonstrate their academic and professional research accomplishments during the program; to include professional development and career building skills; and participate in academic publishing, research projects, and professional presentations across various venues. All students are required to demonstrate they possess doctoral level competency in both writing and professional presentation skills. Offered each term.

SFTD 7301 - Assessment in Marital and Family Therapy

This course provides an overview of methods and instruments used to define problems and indicate solutions; including a comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: SFTD 6200. Offered summer term.

SFTD 7302 - Personality Theories and Psychopathology

A review of major theories of personality and psychopathology are the focus of this course, emphasizing psychiatric diagnostic classification systems. The study of implications for treatment and comparisons with interactional approaches are included. Prerequisite: SFTD 5006. Offered summer term.

SFTD 7311 - Human Sexuality and Gender

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: SFTD 5006. Offered summer term.

SFTD 7313 – Human Development Across the Life Cycle

A review of individual human development theories throughout the life cycle is addressed. Major theories of psychotherapy and the understanding of psychosocial development on which they are based is taught, with an exploration of individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Prerequisite or co-requisite: SFTD 5006. Offered winter term.

SFTD 7350 - Qualitative Research II

This research course explores how qualitative data are transformed and categorized during description, explanation, and interpretation. Students are introduced to a variety of inductive, deductive, and abductive methods for categorizing meaning and interactive processes. Computer-assisted qualitative data analysis methods are addressed. Family therapy-related studies are offered. Prerequisite: SFTD 6430. Offered summer term.

SFTD 7360 - Teaching Practicum

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field provides students opportunities to develop their pedagogical understanding of teaching and enhance their teaching skills. Prerequisites: SFTD 6310 and faculty approval. Offered each term.

SFTD 7410 – Clinical or Research Internship

The Clinical Internship provides students the opportunity to advance their clinical and practice skills while they complete the clinical requirements for program and clinical requirements for MFT licensure. Students who are already licensed can take the Research Internship to expand their research skills and/or work with faculty on a research project. Faculty approval is required. Prerequisites: Successful completion of the Clinical Portfolio Offered each term.

SHSS 6620 - Academic Writing (Elective)

This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

D.M.F.T: Doctorate in Marriage and Family Therapy**DMFT 5001 - Doctoral Seminar I (1 credit hour; each term first year)**

General orientation to doctoral studies: Students learn advanced ethics, diversity, and social justice while focusing on research, writing, and library skills necessary for authoring papers in doctoral courses and for publications. Students take this 1 credit course each of their first three terms. Offered each term, first year.

DMFT 5002 - Doctoral Seminar II (1 credit hour; each term second year)

Continuation of DMFT 5001: Students are introduced to professional development opportunities in diverse settings, specific details regarding professionalism, program and portfolio requirements, internships, and dissertation. Prerequisite: DMFT 5001. Offered each term, second year.

DMFT 5003 - Doctoral Seminar III (1 credit hour)

Continuation of DMFT 5002: Students are tutored in the skills necessary to develop a successful coursework, clinical, and academic/research portfolios as part of the doctoral program requirements. Prerequisite: DMFT 5002. Offered third year.

DMFT 5006 - Introduction to Systems Theory

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies. Offered each term.

DMFT 5007 - Research in Marriage and Family Therapy

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field. Offered winter term.

DMFT 5008 - Introduction to Marital and Family Therapy: Counseling Theories and Techniques

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills. Offered fall term.

DMFT 5009 - Theories of Marriage and Family Therapy

This course offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, experiential therapies, and others, and provides a survey of differences in clinical practices. Prerequisite: DMFT 5006. Offered winter term.

DMFT 5010 - Systemic Family Therapy I

The study of those systemic therapies informed by cybernetics and oriented to the social organization of communication are included in this course. Emphasizes are placed on the work of the Mental Research Institute and Solution-Focused Brief Therapy. Prerequisites: Core courses and co-requisite DMFT 5006. Offered fall term.

DMFT 5020 - Systemic Family Therapy II

This course centers on Narrative Therapy theory and practice. Students will extensively explore assumptions, including distinctions between structuralist and post structuralist thought, which underline this model and contrast with other therapeutic models. Practice methods will focus on various maps and scaffolds which describe and organize Narrative practices. Students will explore the application of these assumptions and practices to a range of therapeutic problems as well as diversity and community issues. Prerequisites include core courses and DMFT 5010. Offered winter term.

DMFT 5030 - Systemic Family Therapy III

This course acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes are placed on family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Prerequisite: DMFT 5020. Offered fall term.

DMFT 5040 - Systemic Family Therapy IV

Study of the complexities and subtleties of language and the art of therapeutic implication are focused on in this course with discussions on the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Prerequisite: DMFT 5030. Offered winter term.

DMFT 5045 – Group Psychotherapy

This class is designed to provide an opportunity students and professionals to develop a set of core competencies in general group work from a systemic perspective. These core competencies include knowledge of group theories, common group dynamics, common group types, and legal and ethical issues. During the course students will also be introduced to various specialty/advanced competency areas in group work. The development of core skills will occur through a combination of didactic lecture in group theory, classroom discussion, and an experiential group (during the second part of each class meeting).

DMFT 5046 – Human Development Across the Life Cycle

Human Development covers the stages of the individual life cycle, and of the family life cycle, in cultural context. The interplay of individual development, unique individual difference, culture, socioeconomic context, and family context, will be considered and integrated with major models of family therapy. Therapy techniques appropriate for each stage of development will be explored.

DMFT 5110 - Language Systems

This course locates the practice of therapy within cultural, philosophical, and scientific domains; it uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Prerequisite: DMFT 5006. Offered winter term.

DMFT 5120 - Thinking Systems

The study of systemic theory, particularly the ideas of relationship, difference, and context is the focus of this course, which emphasizes the ideas of Gregory Bateson. Prerequisites: DMFT 5006, DMFT 5110. Offered fall term.

DMFT 5130 – Crisis Management

This course provides students advanced skills in crisis management for the expansion of their supervision and training of other professionals. Offered winter term.

DMFT 5140 – Advanced Micro Skills

This course provides student the most advanced micro skills in clinical work, providing them the resources for training and overseeing supervisees and become mentors of other mental health professionals. Offered fall term.

DMFT 5300 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy

This course offers an in depth explanation of accreditation and licensure organizations, along with the ethical codes they promote in family therapy and related fields. This includes a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management with inclusion of an overview of professional opportunities in public service and training programs. Offered fall term.

DMFT 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, addictions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Prerequisite: DMFT 6200. Offered winter term.

DMFT 5312 – Advanced Substance Abuse Training

This course builds on already learned substance abuse and use information, thus providing advanced information for CAP and CAPP training. Offered fall term.

DMFT 5355 – Introduction to Equine Assisted Family Therapy

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community.

DMFT 5340 – Grant Writing and Funding Opportunities

This course provides students with knowledge of how to assess, identify, and write grants to acquire funding opportunities in agency and treatment facilities. Offered winter term.

DMFT 5410 - Quantitative Research I

This course covers fundamental concepts and practices in quantitative research method by introducing measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the study of human sciences. Exemplary studies from family therapy literature are included. Prerequisite: DMFT 5007 or equivalent. Offered summer term.

DMFT 6200 – Internal Practicum I - II

These four supervised clinical courses consist of the application of systemic therapy ideas and practices at the Department of Family Therapy in house Family Therapy Clinic. Approval needed to register for Internal Practicum IV. Prerequisites: DMFT 5006, DMFT 5008, DMFT 5300. Offered each term.

DMFT 6210 - Clinical Practicums I – II

Clinical practicums I and II provide students with hands-on supervision in a team setting to promote their clinical skills and work with others. Offered each term.

DMFT 6300 - External Practicum I - II

Advanced clinical training and supervision is provided to enhance the practice of systemic therapy from strength based, solution oriented models of therapy that can be incorporated in a wide variety of community settings. Faculty approval is required. Prerequisite: DMFT 6200, I-IV. Offered each term.

DMFT 6310 - Supervision and Teaching

This course provides an introduction to clinical supervision and instruction in systemic therapies; along with a review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. This is a second year course. Prerequisites: DMFT 6200 I and II. Offered summer term.

DMFT 6320 - Supervision Practicum

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies is conducted in the DFT in house Family Therapy Clinic. Students receive supervision of their supervision of others by AAMFT faculty supervisors. Faculty approve required. Prerequisite: DMFT 6310. Offered each term.

DMFT 6321 – Fundamentals of Teaching and Marriage and Family Therapy

This course will introduce students to the fundamentals of teaching Marriage and Family Therapy in both a Graduate and Undergraduate learning environment. It will cover the distinctions between clinical and theoretical courses, practicum instruction, as well as those designed specifically to prepare students for state licensing examinations. Students will be exposed to the basic elements of syllabus construction, the application of evaluative rubrics, and other evaluative teaching mechanisms. They will also be required to demonstrate skills in course planning, lecture construction and delivery.

DMFT 6325 – Fundamentals of Supervision in Marriage and Family Therapy

This course will introduce students to the fundamentals of supervision in marriage and family therapy in clinical settings. It also meets the coursework requirements for becoming an AAMFT Approved Supervisor. Offered summer term.

DMFT 6400 - Evidence-Based Research Methods

To promote the advancement of understanding research conducted in the MFT field, this course provides an opportunity to better understand and make informed decisions in practice and supervision based on evidence-based methods. Offered winter term.

DMFT 6410 – Qualitative Action Research

Promotion of research skills and the understanding of qualitative action research provides a method for conducting research and especially conducting an Applied Clinical Project. Offered summer term.

DMFT 6430 - Qualitative Research I

This course focuses on the introduction to qualitative research methodologies and the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Students are introduced to methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered. Prerequisites: DMFT 6410. Offered winter term

DMFT 6520 - Diversity and Psychosocial Issues

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and

implications for interactional therapies and practices. Prerequisite: SFTD 6200 I. Offered fall term.

DMFT 6530 – Family Therapy Topics

This course provides in-depth information on special topics on a variety of family therapy issues. Content is determined by the expertise of the instructor. This is a second year course that advances critical thinking and practices across multiple venues. Topics include Advanced Bowen Systems, Couples Therapy, Grief and Loss, International Perspectives in Counseling and Therapy, Introduction to Equine Assisted Family Therapy, Organizational Systems and Consultation, School-based Family Counseling, and others. Prerequisite: SFTD 5040. Offered most terms.

DMFT 6540 - Independent Study in Family Therapy

An independent study is developed with a faculty of choice on a mutually determined critical family therapy topic that could include a specific research based or clinical project, or a grant funded research project. This course is generally taken at the end of the second year or later to enhance a student's independent studies and trainings. Prerequisite: Offered each term. Department approval required.

SFTD 6550 – International Perspectives in Counseling and Therapy

This course is designed to review issues relevant to the practice of counseling, therapy, and human services work in an international context. Issues explored include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific cultures reviewed include Mexico, China, Cambodia, South America, and India, and others; designed to appeal to a wide variety of students from various backgrounds. Students will learn to become more sophisticated with regard to their understanding of family functioning and the role of counseling and therapy in an international context. This course is also available as DMFT 6530: Family Therapy Topics. Prerequisite: DMFT 5006, 5008, 5009, 6200 I, II. Offered summer term.

DMFT 6558 - Couples Therapy: Theory and Application

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness.

DMFT 6560 - Couples' Therapy I

This course covers couples' therapy issues that include marital research, evidence-based models, and attention to diversity issues in working with couples. This course is also available as DMFT 6530: Family Therapy Topics. Offered winter term.

DMFT 6570 – School Based Family Counseling

This course offers training to work in educational setting utilizing a brief, solution oriented, and strength-based approaches to school issues. This course will assist those therapists seeking a certified educational planner credential. It is also available

as DMFT 6530: Family Therapy Topics. Prerequisite DMFT 6200-I. Offered summer term.

DMFT 6580 – Couples' Therapy II

The course provides extensive coverage of couples' therapy issues to include divorce, remarriage, trauma, infertility, infidelity, gender, power, intimate partner violence, GLBT couples, diversity and multicultural issues, substance abuse, mental illness, physical health, aging, technology, spirituality, death, professional, ethical and legal issues, and resources for couples. This course is also available as DMFT 6530: Family Therapy Topics. Prerequisite: DMFT 6560. Offered summer term.

DMFT 6590 – Advanced Bowen Systems

This course advances the study of the concepts of the natural systems approach to family therapy, family of origin issues, multigenerational systems processes, biological/evolutionary constructions to the understanding of human systems and the practical applications across multiple disciplines. This course is also available as DMFT 6530: Family Therapy Topics. Offered summer term.

DMFT 6600 –Preliminary Review

The Preliminary Review an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through their first year. A written self-review of professional growth, personal growth, and responses to challenges, along with other significant contributions is submitted for faculty review. Offered each term.

DMFT 6630 - Grief and Loss

The personal beliefs and philosophies regarding dying, loss, and death are explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss are reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is also available as DMFT 6530: Family Therapy Topics. Offered summer term.

DMFT 6650 – Coursework Portfolio

The Coursework Portfolio is an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum. A written self review of professional growth, personal growth, and responses to challenges, along with other significant contributions is submitted in an electronic format that will include all course syllabi, papers, presentations, and other relevant data that reflects a successful doctoral student. Offered each term.

DMFT 6710 – Portfolio Preparation

This course provides an environment for students to promote educational advancement in the program, during transitional and exam/portfolio phases, and based on student needs. Offered each term.

DMFT 6750 – Clinical Portfolio

The Clinical Portfolio provides an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity in a manner and setting similar to that which could be expected in a job interview situation. This culmination of in-house clinical training allows students to demonstrate the full range and depth of their clinical skills and theoretical knowledge through a written statement of treatment philosophy, case study, and video presentation. Offered each term.

DMFT 6875 - Course Comprehensive Exam

The Course Comprehensive Exam is a written exam assessing the student's ability to apply the knowledge they have gained across cases and topics based on their coursework. Offered summer term.

DMFT 6950 - Applied Clinical Project

The Applied Clinical Project is a capstone experience of a student's demonstration of ability to be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise. The ACP should be a project the student carries out under faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program. Offered each term.

DMFT 7301 - Assessment in Marital and Family Therapy

This course provides an overview of methods and instruments used to define problems and indicate solutions; including a comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: DMFT 6200. Offered summer term.

DMFT 7302 - Personality Theories and Psychopathology

A review of major theories of personality and psychopathology are the focus of this course, emphasizing psychiatric diagnostic classification systems. The study of implications for treatment and comparisons with interactional approaches are included. Prerequisite: DMFT 5006. Offered summer term.

DMFT 7311 - Human Sexuality and Gender

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: DMFT 6006. Offered summer term.

DMFT 7313 - Human Development and Psychosocial Issues

A review of individual human development theories throughout the life cycle is addressed. Major theories of psychotherapy and the understanding of psychosocial development on which they are based is taught, with an exploration of individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Prerequisite or co-requisite: DMFT 5006. Offered winter term.

DMFT 7360 - Teaching Practicum

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field provides students opportunities to develop their pedagogical understanding of teaching and enhance their teaching skills. Prerequisites: DMFT 6310 and faculty approval. Offered each term.

SHSS 6620 - Academic Writing

This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

M.S. in Conflict Analysis & Resolution

CARM 5000 - Foundations and Development of Conflict Resolution & Peace Studies

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

CARM 5020 - Theories and Philosophies of Conflict and Peace

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations. Offered winter.

CARM 5040 – Communication Dynamics in Dispute Resolution: The Human Factor

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

CARM 5100 - Mediation Theory and Practice

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARM 5040. Offered fall and winter.

CARM 5140 - Negotiation Theory and Practice

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.

Prerequisites: CARM 5000, 5040. Offered winter.

CARM 5200 - Research Design and Program Evaluation

This course focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

CARM 6000 – Organizational Conflict: Theory and Practice

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models.

Prerequisites: CARM 5000, 5040. Offered summer.

CARM 6120 - Culture and Conflict: Cross-cultural Perspectives

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

CARM 6130 - Practicum I: Supervised Field Experience

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Prerequisites: CARM 5000, 5020, 5040, 5100, 6120. Offered all terms.

CARM 6140 - Facilitation Theory and Practice

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations.

Prerequisites: CARM 5000, 5040. Offered fall (online) and summer (on-campus).

CARM 6160 - Practicum II: Supervised Field Experience

Continuation of CARM 6130. Prerequisites: CARM 5000, 5020, 5040, 5100, 6120, 6130. Offered all terms.

CARM 6170 - Violence Prevention and Intervention

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

Prerequisites: CARM 5000, 5040. Offered fall.

CARM 6300 –Master's Thesis: (6 credits) (optional)

This course is taken over a two-semester period in lieu of two electives required for completion of the degree program. The thesis may be an extended literature review of an approved subject, an approved independent research project, or a combination of the two (for further information, including prerequisites, see master's thesis handbook) Prerequisites: students must have 27 credits.

CARM 6400-Comprehensive Exam in Progress

Students who need to take any part of the comprehensive examination will be enrolled in this course.

CARM 6601 - International Conflict Resolution

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states. Offered occasionally.

CARM 6602 - Resolving Environmental and Public Disputes

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public

disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Offered occasionally.

CARM 6604 - Gender and Conflict

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Offered occasionally.

CARM 6605 - Introduction to Institutional Assessment

This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. Offered occasionally.

CARM 6606 – Advanced Mediation Skills

This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARM 5100. Offered occasionally.

CARM 6607 - Ethnopolitical and Community-Based Conflicts

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Offered occasionally.

CARM 6610 – Family Violence: The Effects on Families, Communities and Workplaces

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Offered occasionally.

CARM 6611 – Race and Ethnic Relations in America

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to

conceptualize the idea of race and ethnicity from the 19th century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. Offered occasionally.

CARD 6613 – Arbitration Theory and Practice

The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. This course will cover the nature, enforceability and scope of arbitration clauses, other requirements to arbitrate; the powers of arbitrators, issues that typically arise in arbitration, the conduct of arbitration hearings, and the remedies available in awards under federal and state law and proceedings to confirm or to modify or vacate arbitration awards.

CARM 6614 - Workshop Development

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Offered occasionally.

CARM 6618 - The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Offered occasionally.

CARM 6619 - Strategic Community Planning and Partnerships

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives. Offered occasionally.

CARM 6621 – Introduction to Human Rights, Theory and Practice

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Offered occasionally.

CARM 6623 - Practicum III

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply

theory to practice and analyze situations utilizing knowledge from previous course work. **Department approval required.**

CARM 6624 - Advanced Practicum

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. Offered occasionally.

CARM 6626 - Conflict Resolution for the School and School System

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Prerequisites: CARM 5040. Offered occasionally.

CARM 6627 - Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Prerequisites: CARM 5100. Offered occasionally.

CARM 6633 - International War and Resolution

This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Offered occasionally.

CARM 6634 - Metropolitan Conflict

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. Offered occasionally.

CARM 6635 Advanced Facilitation: Facilitating Complex Group Problem Solving

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: CARM 6140. Offered occasionally.

CARM 6638 – Conflict and Crisis Management: Theory and Practice

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. Offered occasionally.

CARM 6639 – Organizational Conflict Intervention

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. CARM 6000.

CARM 6640 – Critical Incidents Response

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies. Offered occasionally.

CARM 6641 – Conflict and Crisis Negotiation

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. Offered occasionally.

CARM 6643- Social Aspects of Terrorism

This course will examine a wide range of different cultures and societies with a special emphasis placed upon political violence. Regions explored are: Basque country, Chechnya, Colombia, Northern Ireland, Palestine, Sri Lanka, and Zimbabwe. Of particular importance are the dimensions of terrorism, trauma, and violence through an understanding of colonialism, discourse, history, material culture, media, rebellion, revolution, and separatism. Additionally, the course will focus upon the

causes of 9/11 and the recent fomentation of international terrorism. By exploring the subject of terrorism from an anthropological perspective will demonstrate the complexities and various interpretations concerning the political uses through the appreciation of interdisciplinary analysis.

CARM 6645 – Indigenous Systems of Conflict Resolution

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world. Prerequisite: CARM 6120.

CARM 6646 – The Anthropology of Peace and Conflict

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. Prerequisite: CARM 6120.

CARM 6647- Risk Management for Organizations

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring.

CARM 6648 – Researching Conflict

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goals of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Prerequisite: CARM 5200.

CARM 6650 – International Negotiation: Principles, Processes, and Issues

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as "key player"; as well as the role of smaller states and non-state actors. Prerequisite: CARM 5140.

CARM 6651- Theories of Ethnicity and Nationalism

This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically

examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism.

CARM 6652- History, Memory & Conflict

By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Students will be introduced to the basic and major theoretical interpretations and the chronology of history of ideas. Questions to be considered include: how does the past become the present and remain in it, and, how do we as researchers interpret the relevance of history and memory? Others are: how is the past invented, mythologized about, and re-invented? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next?

CARM 6653- Conflict in Conservation and Development

This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches.

CARM 6654- Islam, Conflict, and Peacemaking

This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building.

CARM 6655- The Interdisciplinary Writer

This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing strengths and skills, improve editing abilities, and better understand how an author's writing and those of others, a piece's purpose, it's

organizational structure, level of craft execution, authorial voice, and engagement of the audience.

CARM 6656- Gender, Conflict and International Development

This course provides the student with essential understanding of the factors that shape the social, political and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies. and provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development.

CARM 6657-Conflict Coaching Theory and Practice

This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies.

CARM 6659-Conflict and Peace Building in Africa

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.

CARM 6664 Restorative and Transitional Justice

This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe.

CARM 6665 Irish Social Conflict

This graduate seminar explores conflict at the societal-level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the

settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement).

SHSS 6620 - Academic Writing

This course is a user-friendly seminar on how to write clear, unpretentious academic prose and covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. It includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

M.S. in Family Therapy

SFTM 5310 - Introduction to Systems Theory

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies. Offered each term.

SFTM 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, addictions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Prerequisites: SFTM 5400-I; 5321; Co-requisite SFTM 6300. Offered winter term.

SFTM 5320 - Introduction to Marital and Family Therapy

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills to include joining, listening, and conducting the initial interview through termination. Offered fall term.

SFTM 5321 - Theories of Marriage and Family Therapy

This course offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, experiential therapies, and others, and provides a survey of differences in clinical practices. Prerequisite: SFTM 5310. Offered winter term.

SFTM 5322 - Clinical Practices in Marriage and Family Therapy

This course examines applications of family therapy methods and counseling theories and techniques in specific situations including divorce, child rearing, school issues, and others and incorporates case study reviews. Prerequisite: SFTM 5400 II; taken with SFTM 6300. Offered fall term.

SFTM 5350 - Research in Marriage and Family Therapy

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field. Prerequisite: SFTM 5310. Offered winter term.

SFTM 5400 - Internal Practica I - II

These two supervised clinical courses consist of the application of systemic therapy ideas and practices at the Department of Family Therapy in house Family Therapy Clinic. Prerequisites: SFTM 5310; 5320; 6340. Offered each term.

SFTM 5700 - Course Comprehensive Exam

The Course Comprehensive Exam is a written exam that assesses the student's ability to apply the theoretical knowledge gained across cases and topics based on their coursework and clinical experiences. Offered each term.

SFTM 6300 - External Practicum I - II

Advanced clinical training and supervision is provided to enhance the practice of systemic therapy from strength based, solution oriented models of therapy that can be incorporated in a wide variety of community settings. Prerequisite: SFTM 5400 II. Offered each term.

SFTM 6320 - Assessment in Marital and Family Therapy

This course provides an overview of methods and instruments used to define problems and indicate solutions. Diagnosis, appraisals, assessments, and testing appropriate to the practice of marriage and family therapy are addressed. This course also includes a comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: SFTM 5310; 5321; 5400-I. Offered summer term.

SFTM 6331 - Diversity and Psychosocial Issues

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and implications for interactional therapies and practices. Prerequisite: SFTD 6200 I. Offered fall term.

SFTM 6332 - Human Sexuality and Gender

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models. Co-requisite: SFTM 5310. Offered summer term.

SFTM 6333 - Personality Theories and Psychopathology

A review of major theories of personality and psychopathology are the focus of this course, emphasizing psychiatric diagnostic classification systems. The study of implications for treatment and comparisons with interactional approaches are included. Co-requisite SFTM 5310. Offered summer term.

SFTM 6340 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy

This course offers an in depth explanation of accreditation and licensure organizations, along with the ethical codes they promote in family therapy and related fields. This includes a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management with inclusion of an overview of professional opportunities in public service and training programs. Offered fall term.

SFTM 6374 - Human Development Across the Life Span

A review of individual human development theories throughout the life cycle is addressed. Major theories of psychotherapy and the understanding of psychosocial development on which they are based is taught, with an exploration of individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Prerequisite or co-requisite: SFTM 5310. Offered winter term.

SFTM 6550 - International Issues in Counseling and Therapy

This course is designed to review issues relevant to the practice of counseling, therapy, and human services work in an international context. Issues explored include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific cultures reviewed include Mexico, China, Cambodia, South America, and India, and others; designed to appeal to a wide variety of students from various backgrounds. Students will learn to become more sophisticated with regard to their understanding of family functioning and the role of counseling and therapy in an international context. Prerequisite: SFTM 5310; 5320; 5321; 6340; 5400-I. Offered summer term.

SFTM 6558 - Couples Therapy: Theory and Application

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness.

SFTM 6560 - Couples' Therapy I

This course covers couples' therapy issues that include marital research, evidence-based models, and attention to diversity issues in working with couples. This course is also available as SFTM 5310; 5320; 6340. Offered winter term.

SFTM 6570 – School-based Family Counseling

This course offers training to work in educational setting utilizing a brief, solution oriented, and strength-based approaches to school issues. Also, this course will assist those therapists seeking a certified educational planner credential. Co-requisite with SFTM 6300. Offered summer term.

SFTM 6580 – Couples' Therapy II

The course provides extensive coverage of couples' therapy issues to include divorce, remarriage, trauma, infertility, infidelity, gender, power, intimate partner violence, GLBT couples, diversity and multicultural issues, substance abuse, mental illness, physical health, aging, technology, spirituality, death, professional, ethical and legal issues, and resources for couples. Prerequisite: SFTD 6550. Offered summer term.

SFTM 6630 – Grief and Loss

The personal beliefs and philosophies regarding dying, loss, and death are explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss are reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. Offered summer term.

SHSS 6620 - Academic Writing (Elective)

This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

M.A. in Cross-disciplinary Studies

Core Courses

MACS 5020 - Theories and Philosophies of Conflict and Peace

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations. Offered winter.

MACS 5200 - Research Design and Program Evaluation

This course focuses on the development of applied research skills, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

MACS 5310 - Introduction to Systems Theories

This course presents an overview of systems theories that use metaphors of system, pattern, interaction, communication, and language to describe human behavior and relationships. Offered all terms.

MACS 5400 – The Interdisciplinary Writer

This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an

academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing speaks to others. At the end of this course you will be better able to recognize, in your own writings and those of others, a piece's purpose, its organizational structure, level of craft execution, authorial voice, and engagement of the audience.

MACS 6130 - Practicum I: Supervised Field Experience

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Offered all terms.

MACS 6160 - Practicum II: Supervised Field Experience

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. This is a continuation of MACS 6130. Prerequisites: MACS 6130. Offered all terms.

Elective Courses

SHSS 6620 - Academic Writing

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

MACS 0100 – Effective Environmental Communication

Professionals in a wide range of disciplines need to be able to effectively and credibly communicate science and environmental issues in terms that can be clearly understood. This course will cover the spectrum of media available for communicating environmental and science information together with writing and speaking skills for media and other communication channels.

MACS 0300 - Marine and Coastal Flora and Fauna

An introductory overview of life in the sea and along its margins, including microorganisms, plankton, algae, plants, invertebrates and vertebrates. Treatment of major groups will include aspects of diversity, ecology, evolution, life histories and classification.

MACS 0501 – Introduction to Java Programming

This course is an introduction to the Java programming language. The course will include an introduction to the concepts of object-oriented programming and will show how Java supports this programming paradigm. You will learn about the Java environment and will write both applets (programs that execute in a web browser) and applications (stand-alone programs). In addition to learning about basic language statements, you will also learn how Java provides support for such diverse applications as web pages, multimedia, education, etc.

MACS 0603 – Ocean and Coastal Law

A hodgepodge of laws and approaches apply to the oceans and coasts. Essentially all the legal attention arose within the past six decades. Rights divide among private landowners, resource extractors, local governments, national governments, or international authorities. Today a great period of legal adjustment is in motion as many living systems collapse, bearing social and economic consequences. Much ocean and coastal law is already a story of failure followed by rethinking or reconstruction. This background law is now asked to rise to the task of enabling prevention of global climate change, and to the task of adaptation to its impacts which elude prevention. Other courses in the distance program address science or policy for living and non-living resources. This course is about how law copes with emerging science and policy. It depicts examples of legal success and of disappointment to highlight the mechanisms and principles of law. From the examples, we understand and can recollect how these laws are created, revised, processed into regulations and administered. Limits on agencies and courts to make interpretation, apply science in legal settings, and enforce are evaluated.

MACS 0612 – Coastal Policy

This web-based distance education course explores the issues, problems, and potential political and public policy solutions to the challenges of achieving smart, sustainable stewardship of the seashores. Primary emphasis is on the United States experience. Students read two outstanding books and participate in on-line activities including original case studies, on-line tests, and selected interactive discussion with each other, the professor, and guests. Optional weekend or extended 3-credit field trips to experience and examine coastal policy venues in Fort Lauderdale and Palm Beach (Florida, USA) and other coastal locations will also be available.

MACS 0614 – Intl Coastal Zone Management

International Integrated Coastal Zone Management: This web-based distance education course focuses on the international dimensions of integrated coastal zone management. Students will examine the major "big picture" issues affecting the world's coastal areas and oceans, and will examine seven case studies that will help to bring alive the grave problems of mismanaging coastal and economic resources: the Black Sea, Newfoundland, the Louisiana Region of the Gulf of Mexico, Belize, the Marshall Islands, and Antarctica.

MACS 0630 – Life on a Water Planet

Life on a Water Planet has four broad aims: (1) to provide a holistic and current perspective on key water issues that includes ecological, socio-economic, historical and cultural perspectives, together with consideration of the water needs of other species; (2) to provide a forum for sharing understandings and perspectives; (3) to help you shift your perception of our planet from "the earth" to "water"; (4) to encourage you to take information and knowledge about water issues from a broad base and apply it to your own community or individual situation. The course is organized into ten units which involve readings available as direct links with the course homepage, online activities and discussion, and optional web resources for further exploration and study.

MACS 0636 – Marine Mammal Management

This course is essentially a interdisciplinary approach to examining the present state of the relationship between marine mammals, people and the environment: as this has evolved over time, as it stands today and as it is likely to be for the future, whether by default or by design.

MACS 0647 – Iraq: Restoring the Marshlands

International Coastal Zone Restoration in the Marshlands of Iraq: Throughout the 1990's the regime of Saddam Hussein committed genocide and ecocide against the people and environment of Mesopotamia-the vast marshlands between the Tigris and Euphrates rivers in Southern Iraq. The government did this through a secret "Plan for the Marshes" to drain away its life-giving water and attack, kill and scatter its half-million inhabitants who were predominantly Sunni Moslem. Today, the former regime is gone and the country is occupied by other forces, but Mesopotamia is still a depopulated wasteland.

MACS 0655 – Environmental Remote Sensing

Environmental Remote Sensing & Geographic Information System: This course assumes that you have an interest in Remote Sensing (RS), Geographic Information System (GIS) and large-scale Earth observation, and wish to learn about using these tools to study the Earth and its processes. It doesn't matter whether you consider yourself a chemist, physicist, biologist, geologist or geographer, or simply have a reasonable grounding and interest in the Earth Sciences. Nonetheless, you must be prepared to grapple with some basic ideas of Physics. The distance-learning course is designed to be accessible and to give a general induction to a wide scope of relevant topics.

MACS 0664 – Internship in Coastal Policy

Students enrolled in this course are expected to invest the equivalent of 3 hours per week for 14 weeks (i.e. at least 42 hours) in their internship. This can be done at a research organization, private company or consulting firm; local, county, state or federal agency; or other approved venue that is related to coastal zone activities. In addition to hands-on work, each intern will also keep an academic journal of internship activities. The journal will be submitted for review for the final grade. The student's supervisor at the internship venue will also evaluate the student. Permission and approval of supervising Professor is required before you enroll in this class.

MACS 0665 – Environmental Sustainability

This web-based distance education course highlights more than 25 years of international discussion, debate and ideas, with regard to the state of the environment and our actions towards it. Key considerations and voices are included, from both North and South. This unusual and challenging course avoids the usual categorizations, and instead examines in a cross-cutting approach the environmental and social issues that affect our lives.

MACS 0667 – Coastal Zone Interpretation

This is a web-based course that offers an exploration of communication and experiential learning theories and their application to the interpretation of coastal zone environments. This course provides the student with learning opportunities that will require them to, "go outside, sniff around," explore the coastal zone and thereby be engaged in hands-on interpretive experiences.

MACS 0672 – Biology of Sharks and Rays: Part 1: Form and Function

In this course, we will explore the general biology of sharks and rays by examining topics concentrating on their anatomy, physiology and biochemistry with the goal of understanding how exquisitely adapted these animals are to their environment.

MACS 0673 – Biology of Sharks and Rays: Part 2: Ecology and Evolution

In this course, we will survey the evolution and diversity of past and present sharks and rays and also examine distributions, environments inhabited, ecological roles, interactions within and among species, and review the life history characteristics of sharks and rays in relation to their occurrence and sustainability in fisheries with the overall goal of understanding the diversity of sharks and rays, their role in marine ecosystems and their interactions with humans (other than in terms of shark attack).

MACS 0676 – Chemical Biology of Coastal Zn.

Chemical Biology of Coastal Zones: This course deals with the application of chemistry to the biology of coastal zones. It consists of 10 units, 10 quizzes, 1 written assignment and a final exam. Each unit is followed by a quiz.

MACS 0677 – Coastline Environmental Security

Traditional terrorist targets include human assets (such as political leaders and foreign diplomatic staff), physical assets (such as aircraft, buildings, factories, power stations), and institutional assets such as legislatures and courts of law. However, we seek here to expand the notion of threat beyond these traditional determinants to include activities which target the natural environment. Although we may consider Eco-Terrorism (people and organizations which target the built environment and act in the defense of nature), this course will concentrate on the natural environment as a target. In this time of global instability, where people sacrifice themselves by strapping on explosives and where civilian aircraft are used as missiles, we must force ourselves to look beyond traditional threats and evaluate the risk confronting our greatest asset, our environment. This involves particular considerations for those who are concerned with maintaining and managing the sustainability and health of the coastal zone. For S1 level students only.

MACS 0686 – Ocean Observing

The Ocean Observing course sets the stage for this new program. It is intended to give students a broad view to how the physical and biological factors are governing the distribution of the marine life and how the ocean influences climate variability. Human activities impact the orderly functioning of the ocean (and other components of the Earth system) by altering cycling rates and disturbing the equilibrium of biochemical cycles. Students will learn how society is attempting to minimize these impacts, remediate past damage, and avoid future problems. Answers to these and other questions require observational data on the ocean's properties and processes.

MACS 0687 – Coastal Ecology

The course provides a thorough synthesis of the physical processes in relation to biological functioning in near-shore environments. Course elements include consideration of; introductory level coastal oceanography and adaptations of marine organisms, principles for understanding the ecological structure and dynamics of coastal marine communities, ecological descriptions of major coastal marine ecosystems, and scientific principles relating to management and decision-making processes.

MACS 0690 – Tropical Marine Fish Ecology

This course will cover the ecology of tropical fishes, including coastal, estuarine, mangrove and pelagic fishes. Emphasis is on identification and natural history of local species. Current theories on distribution and abundance will be discussed in addition to ecological theory. Field work will take place at the Keys Marine Laboratory, Long Key, Florida. On return to the Oceanographic Center a one week

self directed and self-scheduled laboratory study will be required. Students will complete the lab on August 11th. Date of final exam to be determined.

MACS 0699 – Environmental Risk Assessment

The emphasis is on the coastal zone manager's understanding of pollution sources, relative risk and potential effects on human and marine life. Sources, measurement, and control.

MACS 0710 – Water: Cross Cultural Perspectives

This course will introduce students to the cross-cultural dialogue regarding water and coastal zone management that is occurring amongst the scientific, interfaith and policy communities, both within the USA and internationally.

MACS 0735 – Oil Pollution and the Marine Environment

This course will cover the chemistry and environmental impacts of oil spills and pollution on the marine environment. Topics will include the effects of oil on various organisms and ecosystems. Current and historical oil spills and other major pollution events and their clean-up will be analyzed and evaluated.

MACS 0745 – Ocean Debris Science

This class describes and analyzes coastal zone management and coastal policy through the analysis of human debris. Also called flotsam and jetsam, debris can be a valuable tool in the analysis of ecosystem degradation through human activity. The class will require each student to propose numerous concrete policy solutions to the problems of human garbage and debris in the coastal and ocean environments.

MACS 0790 – Aspects of Marine Pollution

The course deals with various forms of environmental pollution as they affect both the land and maritime environment. Sources, measurement and control of pollution in marine and coastal environments are discussed. It examines the fate of chemicals and their biological effects on marine organisms. It also examines environmental toxicology and the general mechanisms of transport and transformation of chemicals in water/sediment systems and within marine organisms.

MACS 0806 – Coastal Pollution & Environmental Toxic

The course deals with various forms of environmental pollution as they affect both the land and maritime environment. The emphasis is on the coastal zone manager's understanding of pollution sources, relative risk and potential effects on human and marine life. Sources, measurement, and control of pollution in marine and coastal environments are discussed. It examines the fate of chemicals and their biological effects on marine organisms. We will discuss environmental toxicology and the general mechanisms of transport and transformation of chemicals in water/sediment systems and within marine organisms.

MACS 0915 – Environmental Science

This course is intended to give students an overview of the physical environment, its relationship within the biosphere, and the human impacts upon natural systems. Topics include environmental sustainability; air, water and land ecosystems; biological resources; global atmospheric changes; pollution and waste management; and energy conservation.

MACS 0945 – Marine Protected Areas: Science, Siting and Monitoring

The online course consists of several power point presentations with voice-over as well as discussion topics and class interactive hypothetical scenarios. Lectures will address the logic of Marine Protected Areas (MPA) and their advantages and disadvantage. The science of MPA will be presented as well an overview of traditional approaches to fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and need for empirical data to document the success or failure of MPA will be presented.

MACS 0955 – Archaeological Oceanography: Reefs and Wrecks

Archaeological Oceanography: Reefs and Wrecks will examine human interest in the tension of natural and cultural treasures. Students explore the dynamics of ocean systems, human systems, natural and artificial reefs. Legal, ethical and preservation considerations will be examined. Mapping, navigation through time and tools and technology through time will be featured as well as present day conservation of artifacts, archives and the nature of evidence. A self-selected student project will be a requirement. For the Oceanography major, the student project will focus on ocean science and/or engineering. For the Coastal Zone Management major, Certificate Program or Education Degree student, the focus for the student project can be from a broad range of relevant topics.

MACS 0957 – Archaeological Oceanography: Reefs and Wrecks; Field Experience Component

This distance learning and field-based course will examine human interest in the tension of natural and cultural treasures. Students will experience the dynamics of ocean systems and human systems, as well as natural and artificial reefs, within the context of legal, ethical and preservation considerations. Present day conservation of artifacts, archives and the nature of evidence will be highlighted. The distance learning portion of the course will be for delivery of on-line learning materials as well as dialogue with students/faculty prior to the field-based component and afterwards.

MACS 0960 – Alaska Coastal Ecology

This course takes place at a remote field laboratory at the southern tip of the Kenai Peninsula along the south central coast of Alaska. Each day will consist of a combination of lectures and lab exercises at the laboratory and field trips to the surrounding bays, beaches, glaciers and riparian environments. Topics include zooplankton productivity, intertidal environments, fish and invertebrate ecology, marine mammals and bird populations, high latitude ecosystem management and detection and impacts of climate change. You will explore the environment via boat and on foot. You will also visit the Alaska SeaLife Center to view marine mammals and birds up-close and learn about in-depth research and rehabilitation being conducted. Students will have opportunities to sea kayak, fish, glacier hike and even cold water snorkeling.

MACS 0965 – Water World Revisited: Exploring Coastal Futurology

This short course will feature readings, discussions, short digital video interviews and video case studies, and short lectures by the instructors. You will examine the context of futurology of coastal zones and oceans. Students will be assessed for participation in on-line discussions, short student video contributions to the class and weekly written brainstorming notes on the weekly topics. The major themes of the course are (1) Climate change and the urgency for humans to restore climate balance; (2) The interaction of human activity and climate; (3) Futuristic oceanic and coastal zone settlement and manufacturing ideas; (4) Futuristic energy systems, climate and the ethics of proposed human engineering of climate and habitat.

MACS 0985 – Climate Change at High Latitudes

High latitudes are undergoing rapid and significant change associated with climate warming. Climatic changes in these regions interact with and affect the rate of the global change through atmospheric circulation, biogeophysical, and biogeochemical feedbacks. Changes in environmental conditions are often first exhibited in high latitudes and more sensitive to fluctuations. This course will explore the impacts of current and projected long-term environmental changes in both the northern and southern hemispheres' bodies of water. Primary literature will be read and discussed covering a range of topics from the physical, chemical and biological perspectives as well as predictive models. Web sites and links of organizations and agencies studying high latitudes will be provided. Students will be responsible for active discussions weekly online and a term paper discussing a chosen topic related to high latitude environmental change.

MACS 0990 – Marine Mammals

Marine mammals discusses the physiology and behavioral aspects of many species throughout the world's oceans.

MACS 4200 - Introduction to Marine and Coastal Processes: Essential Principles and Fundamental Concepts

An introduction to marine and coastal processes for non-scientists, including the physical and chemical processes, ocean mixing and circulation, together with marine ecosystems and interactions, within a global context.

MACS 5000 – Foundations and Development of Conflict Resolution & Peace Studies

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

MACS 5001 – Current and Historical Issues

This course is an introductory seminar dealing with current and historical issues in American national security affairs. In the age of globalization and international terrorism it is imperative that we understand the history, topics, and concepts of national security affairs. The pursuit of security involves a wide range of both domestic and international activities that fall under the umbrellas of political, economic, and military relations and procedures. This course examines the history of American security, the workings of the American national security institutions and organizations, cooperative security systems like NATO and the United Nations, international institutions, political violence, terrorism, war, and both domestic and international law on security. On all these topics, this course will emphasize both theoretical and practical issues that will further the student's knowledge of American national security affairs.

MACS 5002 – Terrorists and Terrorism

This course analyzes terrorism from a number of perspectives including law enforcement (FBI), defense (DOD), and diplomatic (DOS) orientations in order to understand mitigation/prevention, preparedness, response, and recovery measures with regards to counterterrorism and antiterrorism. Individual (lone wolf) and group

(Islamist) terrorist mindsets will be examined, as well as international and domestic domains.

MACS 5003 – National Intelligence Collection

This course examines the work of current and future managers in the federal intelligence and homeland security arenas. Students will be introduced to the various ways in which the social and behavioral sciences inform approaches to intelligence collection and analysis and how these scientific approaches can facilitate the goals of countering terrorism and hostile intelligence service actions. Specifically, the emerging field of "Futuristics" will be explored in this context so that managers can forecast, manage and create preferable future outcomes for their agencies and the nation.

MACS 5004 – Border Protection and Military Issues

This course is an in-depth analysis of the importance and the difficulties in security measures and tactics used to protect a sovereign nation's borders. Border protection is an essential part of National Security. The threats to domestic populations include drug-smuggling, terrorism, human and arms trafficking, and illegal immigration. Theoretical and applied case studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices of successful border protection.

MACS 5005 - Research and Evaluation in National Security Affairs

This course provides an in-depth introduction to the fundamental logic and principles of research design, with additional focus areas in critical thinking and analysis. Students will gain familiarity with key concepts in the philosophy of science and current debates over appropriate methods of data collection and analysis of the social sciences. Students will learn the differences between quantitative, qualitative, and mixed-methods research; from here the student will be introduced to the foundations of these approaches and learn what strategies, methods, and techniques are in use. Students will then be expected to formulate a research question, develop a set of hypotheses, develop a strategy for data collection, develop a literature review, and finally to formulate ways to operationalize their study.

MACS 5006 - Assessment of Credibility- Theory and Implications

Students will explore a broad range of contemporary thought, discussion, and scientific research, relevant to the assessment of credibility with the goal of developing a base of knowledge for the assessment of statements made by, or on behalf of, individuals, groups, political parties, and government, both domestic and foreign. Topics that will be explored include, but are not limited to, the "making and unmaking of ignorance", defining what constitutes a "lie", the ubiquitous nature of lying, the many reasons for lying, and how lying is used in varying contexts by individuals, business, and government.

MACS 5008 - Credibility Assessment: Methods and Implications

This is the second course in the realm of credibility assessment. Students will explore a broad range of issues, thought, discussion, and scientific research, relevant to the actual assessment of credibility using various contemporary methods. Topics that will be explored include, but are not limited to; defining what constitutes a "lie," the ubiquitous nature of lying, nonverbal and verbal cues to deception, non-instrumental forms of lie detection, and instrumental forms of lie detection.

MACS 5040 – Human Factors

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

MACS 5100 – Mediation Theory & Practice

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. Prerequisites: MACS 5040. Offered fall and winter.

MACS 5140 – Negotiation Theory and Practice

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/ negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions. Offered winter.

MACS 5300 – Fundamental Concepts of Climate Change

Climate change is increasingly at the forefront of scientific and policy considerations worldwide, but the basic dynamics of the atmosphere and climate processes are not generally understood. This course will be one of the core courses in the Graduate Certificate and Coastal Climate Change, and an elective within the MS in Coastal Zone Management degree program. It will introduce simple concepts and observations regarding weather and the marine and coastal environment, and build into more complex enquiries and investigations regarding the physical, chemical, biological and geographical aspects. Upon course completion, students will better comprehend the science behind marine and coastal climate change and be able to make use of this knowledge in their decision-making within their communities and work environment.

MACS 5350 – Fundamental Concepts of Climate Change II

The social consequences of a changing climate are numerous and have the potential to significantly alter human-livelihood and even create community conflict and unrest. In this course, which is one of the two required (core) courses for the Graduate Certificate in Marine and Coastal Climate Change, students will explore climate change from a social perspective. Where appropriate, the course will be explored in the context of the marine and coastal environment.

MACS 5355 - Introduction to Equine Assisted Family Therapy

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community.

MACS 5401 – Editing I

This course engages students in the principles and practices that create and sustain hard copy and online journals. These may vary from a fully-academic focus to literary materials, but all will create and deliver content that promotes contributions to their fields. Coursework will encompass all the steps that connect a publication

with its intended audience. Coursework will vary depending on the current stage of a journal's development, including duties that enact the realistic responsibilities and opportunities that anyone can expect while serving on, or leading, a journal in a professional position. This course is useful for students who intend to pursue a professional role in journal editing and those who intend to contribute to respected journals or other regular publications with a high quality standard.

MACS 5402 – Editing II

This course will guide students further through the process of developing a journal that represents an academic program step by step to its delivery. Coursework will vary depending on the current stage of a journal's development, focusing on duties consistent with the ongoing production of a professional journal. The research, contributor enlistment, practical development, delivery, and distribution of both hard copy and online journals will fall within the expertise cultivated in this course. Students, who wish to pursue editorial positions with journals, or simply improve their understanding of what it takes to successfully publish in journals, will have an insider's understanding of the realities and opportunities that journals provide their communities. (Prerequisite MACS 5401).

MACS 5441 – Current Issues and Trends in Higher Education

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed.

MACS 5442 – Administration in College Student Personnel Work

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for "hands-on" practical applications and the development of well-grounded practitioners.

MACS 5500 – Directed Readings in Media and Public Policy

This course examines specific aspects of the media and the role it plays in influencing and being influenced by public policy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5501 – Directed Readings in Narrative and Community Development

This course examines specific aspects of the use of narrative and the role it plays in community development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5502 – Directed Readings in National Security Affairs

This course examines specific aspects of national security affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5503 – Directed Readings in African American Studies

This course examines specific aspects of the African American experience in the United States. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5504 – Directed Readings in Native American Studies

This course examines specific aspects of the Native American experience in the United States.. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5505 – Directed Readings in Sociology

This course examines specific aspects of sociology and the role of social groups. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5506 – Directed Readings in Anthropology

This course examines specific aspects of anthropology and the study of the human experience. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5507 – Directed Readings in Public Policy

This course examines specific aspects of public policy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5508 – Directed Readings in Gender

This course examines specific aspects of gender. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the

directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5509 – Directed Readings in Diversity

This course examines specific aspects of diversity. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5510 – Directed Readings in Environmental Studies

This course examines specific aspects of environmental studies. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5511 – Directed Readings in Children, Youth and Families

This course examines specific aspects of children, youth and families. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5512 – Directed Readings in Crime and Society

This course examines specific aspects of crime and its impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5513 – Directed Readings in Poetry

This course examines specific aspects of poetry. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5514 – Directed Readings in Transformational Poetry

This course examines specific aspects of poetry and its use as a means of transformation. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5515 – Directed Readings in Short Stories

This course examines specific aspects of the short story. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5516 – Directed Readings in Philosophy

This course examines specific aspects of philosophy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5517 – Directed Readings in Family Violence and Society

This course examines specific aspects of family violence and its impact on individuals, families, and society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5518 – Directed Readings in Creative Writing

This course examines specific aspects of creative writing and the writing process. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5519 – Directed Readings in Political Science

This course examines specific aspects of political science. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5520 – Directed Readings in Fantasy Fiction and Society

This course examines specific aspects of fantasy fiction and how it may be used to depict various social issues. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5521 – Directed Readings in African Studies

This course examines specific aspects related to Africa. It is designed so it may be taken as an independent study or with a small group of students so topics of

individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5522 – Directed Readings in Multiculturalism

This course examines specific aspects of multiculturalism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5523 – Directed Readings in Communication

This course examines specific aspects of communication. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5524 – Directed Readings in African Diaspora

This course examines specific aspects of the African Diaspora. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5526 – Directed Readings in Asian Studies

This course examines specific aspects related to Asia. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5527 – Directed Readings in Latin American Studies

This course examines specific aspects related to Latin America. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5528 – Directed Readings in Middle Eastern Society

This course examines specific aspects related to the Middle East. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5529 – Directed Readings in Caribbean Studies

This course examines specific aspects related to the Caribbean region. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5530 – Directed Readings in Social Justice

This course examines specific aspects related to social justice. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5531 – Directed Readings in Humanitarian Relief

This course examines specific aspects related to humanitarian relief across the globe. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5532 – Directed Readings in Human Rights

This course examines specific aspects related to human rights domestically or internationally. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5533 – Directed Readings in Economics

This course examines specific aspects related to economics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5534 – Directed Readings in Economic Development

This course examines specific aspects related to economic development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5535 – Directed Readings in Community Development

This course examines specific aspects of community development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's

guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5536 – Directed Readings in International Development

This course examines specific aspects of international development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5537 – Directed Readings in Intelligence and Counterintelligence

This course examines specific aspects related to intelligence and counterintelligence as related to national and international security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5538 – Directed Readings in Homeland Security

This course examines specific aspects related to homeland security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5539 – Directed Readings in History

This course examines specific aspects related to history. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5540 – Directed Readings in American History

This course examines specific aspects related to American history. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5541 – Directed Readings in Religion and Society

This course examines specific aspects related to religion and its impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5542 – Directed Readings in Spirituality and Society

This course examines specific aspects related to society and its impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5543 – Directed Readings in Genocide

This course examines specific aspects related to genocide and its causes and impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5544 – Directed Readings in Writing and Art

This course examines specific aspects of writing and the writer's relationship with artists and their work. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5545 – Directed Readings in Slavery

This course examines specific aspects related to slavery, including its causes and impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5546 – Directed Readings in Human Trafficking

This course examines specific aspects related to human trafficking, including causes, social, political, and economic implications and the effects on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5547 – Directed Readings in Tribal Dynamics

This course examines specific aspects related to tribal dynamics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5548 – Directed Readings in Islam and the State

This course examines specific aspects related to Islam and the State. It is designed so it may be taken as an independent study or with a small group of students so

topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5549 – Directed Readings in Environmental and Governmental Affairs

This course examines specific aspects related to the environment and governmental affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5550 – Directed Readings in Pre-Socratic Philosophy

This course examines specific aspects related to Pre-Socratic Philosophy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5551 – Directed Readings in Higher Education

This course examines specific aspects related to Higher Education. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5552 – Directed Readings in Health

This course examines specific aspects related to the health field. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5553 – Directed Readings in Comparative Politics

This course examines specific aspects of Comparative Politics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5554 – Directed Readings in Compassion

This course examines specific aspects of compassion. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5555 – Directed Readings in International Relations

This course examines specific aspects of world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5556 – Directed Readings in Education and Society

This course examines specific aspects of education and its impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5557 – Directed Readings in Children, Education and Society

This course examines specific aspects of children and education and their impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5558 – Directed Readings in Children and Society

This course examines specific aspects of children and their impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

MACS 5602 – Marine Ecosystems

A study of the major plankton, nektonic, and benthic groups and associations, including their diversity, distribution, metabolism, production, trophic relationships, and ecological roles, with emphasis on coastal communities.

MACS 5603 – Biostatistics

This web-based distance education course introduces students to the fundamentals of statistics. More specifically, this course is designed to teach students: 1. how statistics relates to science and life in general. 2. Basic terminology and notations used in statistics 3. Techniques for describing and summarizing large amounts of data. 4. Methods for using a limited set of observed data (sample) to make inferences about a broader set of data (population) 5. Techniques for conducting statistical tests of scientific hypotheses at the end of this course, students should be able to identify appropriate procedures for examining different types of data, analyze data and interpret results, use statistical results to draw reasonable conclusions about data, and evaluate the appropriateness of statistical tests conducted by others.

MACS 5604 – Marine Geology

The objectives of the course are (1) to enable students to examine the structure, evolution and stratigraphy of the ocean basins and continental margins, and (2) to

provide an understanding of the dynamic processes that shape the surface of the earth under the ocean surface.

MACS 5605 – Marine Chemistry

A web based study of the properties, composition, and origin of seawater; the importance, distribution, relationships, and cycling of major inorganic nutrients, dissolved gases, carbonate species, trace metals, radiotracers and organic compounds. The course is designed for students pursuing careers in marine biology and coastal management. It includes unit quizzes, online discussions, a literature research paper and a final exam.

MACS 5608 – Introduction to Physical Oceanography

This course is intended to give students a view of how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important processes we will study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer, waves in the ocean, geostrophy, Ekman transport, Rossby waves. Students will learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation.

MACS 6000 – Organizational Conflict: Theory & Practice

This course examines consultation as used by dispute resolution professionals through the exploration of various consultation models: process, third party, expert, and systemic approaches to program and organizational evaluation. Students are oriented to the ways in which consultants establish, market, and develop their professional practices. Offered summer.

MACS 6110 – Public Policy and Strategic Planning

This course focuses on the theories and the analysis of public policy including the design, implementation and evaluation of legislation on the local, state, national and international levels. It includes current policy issue analysis emphasis with an emphasis on the role of public policy and strategic planning.

MACS 6120 – Culture and Conflict: Cross-Cultural Perspectives

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

MACS 6140 – Facilitation Theory & Practice

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role plays and workshop presentations. Prerequisites: MACS 5040. Offered all terms (fall and winter – on-line; summer on campus)

MACS 6170 – Violence Prevention & Intervention

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention

approaches developed for use at the interpersonal, intergroup, and societal level. Offered fall.

MACS 6299 – Foundations of Qualitative Research

This course introduces students to the epistemological, theoretical, methodological, and procedural foundations of qualitative research. Students will learn common factors qualitative approaches to inquiry share as well as learning the specifics of the major qualitative research methodologies such as generic qualitative description, grounded theory, phenomenology, ethnography, narrative analysis, and discourse analysis. Students will also be introduced to the variety of professional settings in which qualitative research is utilized including academia, business and organizations, international development, and private consultation. Offered fall.

MACS 6300 – Master's Thesis

Focuses on the development and writing of the master's thesis. When approved, students register for three credits per term for first two terms. Additional registration will be required until completion of thesis – see program office for details. Prerequisites: approval of the program director and thesis committee.

MACS 6301 – Qualitative Data Collection

The course provides students an opportunity to learn the basics of qualitative research design with a focus on qualitative data generation, collection, and preparation. Students will learn how to select appropriate research sites, gain access to data sources, design and manage sampling strategies, conduct individual and group interviews, carry out field observations, collect documents, transcribe, and compose field notes. Students will also learn quality control measures such as maintaining research journals and diaries. Offered winter.

MACS 6302 – Qualitative Data Analysis I

This course covers best practices in generic qualitative, ethnographic, and grounded theory analysis. Students will learn how to conduct within-case and across case analysis, coding and conceptualization, transforming data, and report writing. Students will also learn quality control measures such as constant comparison, member checking, peer debriefing, and conducting audit trails. Offered fall.

MACS 6303 – Qualitative Data Analysis II

This course covers best practices in phenomenology, narrative inquiry, and discursive analysis. Students will learn how to conduct thematic analyses, phenomenological reduction, creative synthesis, microanalysis, and report writing. Students will also learn quality control measures such as bracketing, epoché, and verisimilitude. Offered winter.

MACS 6304 – Appraising Qualitative Research

This course covers the appraisal and review of products emanating from qualitative research including papers, articles, posters, grant proposals, books, book prospectus, dissertations, theses, and systematic reviews. Students will learn how to assess the quality of qualitative research products, construct and use criterion-based rubrics, and compose reviews. Students will also serve as ad hoc reviewers for The Qualitative Report (TQR). Offered occasionally.

MACS 6305 - Qualitative Research Design

This course covers knowledge and skills needed to design a qualitative research study and compose a qualitative research proposal. Students will learn how to construct and justify a qualitative research study, synthesize the relevant research

literature, generate discovery-oriented research questions, select sites and samples, create a manageable method including a quality control system, address ethical issues, and discuss potential implications and limitations. Students will compose their own qualitative research proposals and Institutional Review Board for the Protection of Human Subjects (IRB) protocols and consent forms. Offered summer.

MACS 6306 – Conducting Qualitative Research I

This course covers the activities involved in the initiation of a qualitative research study. Students will start the study they proposed in MACS 6305 Qualitative Research Design. Offered occasionally.

MACS 6307 Conducting Qualitative Research II

This course covers the activities involved in the culmination of a qualitative research study. Students will complete the study they proposed in QRG 6305 Qualitative Research Design and started in QRG 6306 Conducting Qualitative Research I. Offered occasionally.

MACS 6308 - Writing Qualitative Research

Students will learn how to write up their qualitative research inquiries from the earliest steps of their studies through the manuscript submission process using writing and representational styles consistent with their research design and purpose. To this end, students will produce their own original qualitative research papers that incorporate the basic elements of qualitative research reports and best practices for communicating their methodological choices and research findings in transparent and coherent prose. Students will also learn how to evaluate the quality of their compositions and revise their drafts via the use of rubrics and manuscript checklists. While it is not necessary that other Qualitative Research courses have been taken in the Certificate Program, it is a requirement that you have conducted your own research – this course will assist writing up results of a qualitative study. Offered occasionally.

MACS 6322 – Food Web Dynamics

A food chain is simply "who eats what". A food web weaves together many food chains to form a complicated network of feeding relationships. Many animals eat more than one thing, and each link in each chain is important and integral to the entire system. The interactions in a food web are far more complex than the interactions in a food chain. This course is designed to study the basic components and processes of trophic dynamics, how these comprise different marine ecosystems and how these systems can be altered.

MACS 6332 – Human Sexuality and Gender

Reviews the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems, comparing interactional approaches with psychodynamic and behavioral models.

MACS 6340 – Marine Mammals

This course provides an overview of the anatomy, biomedicine evolution, husbandry, natural history, pathology, and physiology of the cetaceans, pinnipeds, sirenians, and allies.

MACS 6550 – International Perspectives in Counseling and Therapy

The course is designed to review issues relevant to the practice of couples and family therapy in an international context. Issues explored during the course include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the US; and global ethical issues in counseling and therapy. Specific cultures reviewed during the course will include Mexico, China, Cambodia, South America and India, to name a few. The content of the course is designed to build on the Family Theory course. This course will include a continued review of some of the major historic leaders or selected therapy models, model specific vocabulary, clinical techniques and theoretical conceptualizations. As part of the course, students will learn to become more sophisticated with regard to their understanding of family functioning and the role of therapy in an international context.

MACS 6599 – Assessment of Credibility–Theory and Implications

Students will explore a broad range of contemporary thought, discussion, and scientific research, relevant to the assessment of credibility with the goal of developing a base of knowledge for the assessment of statements made by, or on behalf of, individuals, groups, political parties, and government, both domestic and foreign. Topics that will be explored include, but are not limited to, the "making and unmaking of ignorance", defining what constitutes a "lie", the ubiquitous nature of lying, the many reasons for lying, and how lying is used in varying contexts by individuals, business, and government.

MACS 6600 – International Conflict Resolution

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states.

MACS 6601 – Special Topics in MACS I

This course introduces a range of topics related to the content areas of existing MACS concentration tracks to give MACS students the opportunity to add further depth to their academic experience. Selected course topics may include special topics in the Humanities; special topics in Sociology; special topics in Social Work; special topics in Communications; and special topics in Pedagogy.

MACS 6602 – Special Topics in MACS II

This course continues to deepen students' understanding of a range of topics related to the content areas of existing MACS concentration tracks to give MACS students the opportunity to continue to add further depth to their academic experience. Selected course topics may include special advanced topics in the Humanities; special advanced topics in Health; special advanced topics in Sociology; special advanced topics in Social Work; special advanced topics in Communications; and special advanced topics in Pedagogy.

MACS 6603 – Resolving Environmental & Public Disputes

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Offered occasionally.

MACS 6604 – Gender & Conflict

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Offered occasionally.

MACS 6605 – Introduction to Institutional Assessment

Introduction to Institutional Assessment: This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. Offered occasionally.

MACS 6607 – Ethnopolitical and Community Based Conflicts

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community - based conflicts. Case studies are used to explain conflict escalation and de - escalation, and mechanisms of conflict intervention. Offered occasionally.

MACS 6608 - Nonviolent Social Movements

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe.

MACS 6610 – Family Violence: The Effects of Families, Communities & Workplaces

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Offered occasionally.

MACS 6611 – Race and Ethnic Relations in America

The course examines the social constructionist approach toward the study of racial and ethnic conflict and analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical to a contemporary perspective and to explore some of the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19th Century to the present in the U.S. The course will also explore the affects of contemporary policies in addressing racial and ethnic inequities and strategies used to combat racism. Offered occasionally.

MACS 6614 – Workshop Development

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will

actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Offered winter.

MACS 6615 – Storytelling: Identity, Power & Transformation

This course will examine the role of narrative and storytelling in the conflict resolution theory, research, and practice: (1) Theory regarding the relationship between language and power will be reviewed. How storytelling and narrative can be a part of destructive conflict or constructive conflict resolution will be explored. (2) The nature of narrative-based research and how such research can be empowering will be examined. (3) Case studies and possibilities for using storytelling-based projects as a means of peace building will be discussed. Offered occasionally.

MACS 6616 – Trauma & Violence: Global Perspectives

This course will look at issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other issues related to regional conflict, and then focus on conflict intervention models. Relief and assistance programs from humanitarian relief, the Red Cross, UN programs, Quaker NGO's, Christian relief efforts, and others will be examined with a focus on trauma intervention as a conflict resolution career option. Discussion will center on how conflict specialists can connect, work with, and influence humanitarian aid efforts, capacity building, democratization efforts, and conflict transformation projects.

MACS 6618 – The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Offered occasionally.

MACS 6619 – Strategic Community Planning

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community justice; and the use of data, data collection and analysis in developing and implementing collaborating long and short terms plans for community development, problem solving and funding initiatives. Offered occasionally.

MACS 6621 – Introduction to Human Rights Theory & Practice

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches, and universities), and domestic and foreign policies particularly of the U.S. on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Offered occasionally.

MACS 6622 – Legal Concepts

This course will provide an overview of the U.S. legal system as it relates to alternative methods of resolving conflicts. Students will learn legal terminology, the judicial system, judicial procedures, the fundamentals of legal research and legal writing, and where alternative methods such as mediation and arbitration relate to legal processes. Students will also explore legal and procedural concepts such as: collaborative legal practices, state and federal authority, restorative justice, victim-offender programs, and the relationship between U.S. and international legal procedures. The class will be interactive with research, writing, class presentations, and guest presentations. Offered occasionally.

MACS 6623 – Practicum III

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Pre-requisite – Program Approval Required.

MACS 6624 – Advanced Practicum

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected.

MACS 6626 – Conflict Resolution for the School and School System

This course is designed for anyone in a position to influence school policy, practice, and decision - making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Offered occasionally.

MACS 6627 – Conflict Resolution & Peer Mediation for Students: Elementary, Middle and High School Levels

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Pre-requisites: MACS 5100. Offered occasionally.

MACS 6630 – Foundations of Genocide Studies

This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder.

Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination. Offered occasionally.

MACS 6633 – International War and Resolution

This course focuses on various aspects of internal war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Offered occasionally.

MACS 6635 – Advanced Facilitation: Facilitating Complex group Problem Solving

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and the principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: MACS 6140. Offered occasionally.

MACS 6638 – Conflict & Crisis Management Theory & Practice

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. Offered winter.

MACS 6639 – Organizational Conflict Intervention

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. Pre-requisite: MACS 6000.

MACS 6640 – Critical Incidents Response

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies. Offered summer.

MACS 6641 – Conflict and Crisis Negotiation

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert

demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. Offered fall.

MACS 6643 – Social Aspects of Terrorism

This course will examine a wide range of different cultures and societies with a special emphasis placed upon political violence. Regions explored are: Basque country, Chechnya, Colombia, Northern Ireland, Palestine, Sri Lanka, and Zimbabwe. Of particular importance are the dimensions of terrorism, trauma, and violence through an understanding of colonialism, discourse, history, material culture, media, rebellion, revolution, and separatism. Additionally, the course will focus upon the causes of 9/11 and the recent fomentation of international terrorism. By exploring the subject of terrorism from an anthropological perspective will demonstrate the complexities and various interpretations concerning the political uses through the appreciation of interdisciplinary analysis.

MACS 6644 – Consulting with Leaders in Organizational Conflict: A Four Framed Approach

Studies clearly show that successful leaders of twenty-first century organizations need to make sense of complex conflict situations before taking action. This course combines theory and practice to equip students to assist organizational leaders in developing both diagnostic and behavioral sophistication by using multiple frames before taking action. Participants will engage in classroom learning, on-line assistance, and leadership coaching with a client and organization of their own choosing.

MACS 6645 – Indigenous Systems of Conflict Resolution

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in - depth exploration of techniques of peacemaking, as practiced in various parts of the world.

MACS 6646 – The Anthropology of Peace and Conflict

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice.

MACS 6647 – Risk Management for Organizations

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring.

MACS 6648 – Researching Conflict

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goal of the elective is to help students deepen their understanding of quantitative and qualitative research and hone research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interest of all of the participants. Prerequisites: MACS 5200

MACS 6650 – International Negotiation: Principles, Process and Issues

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanation factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.; the strategic and tactical moves of those considered as "key players"; as well as the role of smaller states and non-state actors.

MACS 6651 – Theories of Ethnicity & Nationalism

Theories of Ethnicity and Nationalism: This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism.

MACS 6652 – History, Memory and Conflict

By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Students will be introduced to the basic and major theoretical interpretations and the chronology of history of ideas. Questions to be considered include: how does the past become the present and remain in it, and, how do we as researchers interpret the relevance of history and memory? Others are: how is the past invented, mythologized about, and re-invented? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next?

MACS 6653 – Conflict in Conservation and Development

This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches.

MACS 6654 – Islam, Conflict, and Peacemaking

This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will be some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building.

MACS 6656 – Gender, Conflict and International Development

This course provides the student with essential understanding of factors that shape the social, political and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies. The course provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development.

MACS 6657 – Conflict Coaching Theory and Practice

This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies.

MACS 6658 – Transformational Narratives

Across cultures, people effectively communicate about their conflicts and issues through narratives. In any helping profession, it is effective to create useful change with a clear understanding of the strategies of transformational narratives. By understanding what creates change in stories, we can help people rewrite their own accounts in ways that redefine their possibilities. This course offers analyses of narratives from traditions of conflict resolution and other interdisciplinary perspectives, promoting the ability to re-frame, refocus, and creatively intervene in stories of a personal and social nature to open useful possibilities for people who carry stories of unresolved struggle.

MACS 6659 – Conflict and Peace Building in Africa

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.

MACS 6660 – Conflict Management in Groups: Overt and Covert Dynamics

The purpose of this course is to provide participants with the knowledge, skills and attitudes to be effective in groups with an emphasis on analyzing and managing overt and covert conflict. The course also examines issues of communication, leadership, power and authority in relation to group and interpersonal effectiveness.

This course enables participants to cope with complex issues as they emerge in the natural life of small groups, large groups and organizations. Learning about group life is gained through direct experience in a temporary learning organization created in the course. The course is designed as a living laboratory where members can experience and explore group life as it occurs.

MACS 6661 – Middle Eastern Conflict

This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts.

MACS 6662 – Political Violence

Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence.

MACS 6663 – Introduction to Peace Studies

This graduate seminar explores theories of peace and war, as well as the promotion of peace. This seminar provides students with an in-depth understanding various depictions of peace, emphasizing the concepts of positive peace, social justice, and international development. Peace will be examined systemically, highlighting connections between the experience of peace at the personal, community, national, and international levels. Students will therefore also investigate the relationships that human nature and culture have with peace, war, and violence. In addition, the course will investigate how international bodies promote peace and mitigate the effects of war. Students will also examine the causes of war and just war theory. The field of peace studies will be outlined as well, including a brief history of the field.

MACS 6664 – Restorative and Transitional Justice

This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe.

MACS 6665 – Irish Social Conflict

This graduate seminar explores conflict at the societal-level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement).

MACS 6670 – Introduction to International Relations and International Issues

This course is an introduction to world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. We will investigate many aspects of international relations such as the dominant theories of international relations, the history of the nation-state, the definition of power, Islamic fundamentalism, terrorism, war, ethnic conflict, political economy, international institutions, transnational organizations, trade, modernization, dependency theory, imperialism, globalization, and the foreign policy of the United States and its impact on the world community. Students are expected to keep up to date with current global events by reading an international newspaper each day and being prepared to connect and apply those current events to the topics covered in class.

MACS 7220 – Fundamental Concepts of Climate Change II

The social consequences of a changing climate are numerous and have the potential to significantly alter human-livelihood and even create community conflict and unrest. In this course, which is one of the two required (core) courses for the Graduate Certificate in Marine and Coastal Climate Change, students will explore climate change from a social perspective. Where appropriate, the course will be explored in the context of the marine and coastal environment.

M.S. in College Student Affairs

CSPA 5001 - The 21st Century College Student

An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored. Offered fall.

CSPA 5002 - Current Issues and Trends in Higher Education

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed. Offered winter.

CSPA 5003 - The College Student and the Law

Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct. Offered summer.

CSPA 5004 - Administration in College Student Affairs Work

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for "hands-on" practical applications and the development of well-grounded practitioners. Offered fall.

CSPA 5005 - College Student Affairs and the Greater University

Comprehensive professional training involves a working knowledge of the total educational environment. Frequently, practitioners miss opportunities for collaboration due to a lack of understanding of the mission of other university functions. Included within this course are the roles of faculty, athletics, development, business, and physical plant among others. Students will gain greater insight into the inner workings of institutions. Offered winter.

CSPA 5006 - Student and Adult Development in College

This course will focus on developing an understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. Issues related to adult student development in the college setting will also be explored. Student development theories, research and current practices related to student development will be presented. Offered winter.

CSPA 5040 - Human Factors

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

CSPA 5100 - Mediation Theory and Practice

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. Prerequisite: CSPA 5040. Offered fall and winter.

CSPA 5200 - Research Design and Program Evaluation

This course focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social

science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

CSPA 6000 - Organizational Conflict: Theory and Practice

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models. Offered summer.

CSPA 6140 - Facilitation Theory and Practice

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Offered all terms – fall and winter on-line; summer on campus.

CSPA 6130 - Practicum I

This supervised practicum experience offers students the opportunity to explore a breadth of student affairs functions thereby gaining exposure, knowledge and experience in the variety of services and programs that make up a college/university division of student affairs. Students may select to generally explore all of the functional departments within the division, or select specific functions they wish to learn more about: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs, and the office of the dean of students. By experiencing the "big picture" of the functions, programs and services of the division of student affairs, students will have the opportunity to be exposed to the numerous professional positions and opportunities available to them upon graduation. Offered all terms.

CSPA 6160 - Practicum II

This supervised practicum experience offers students the opportunity to gain in-depth exposure, knowledge and practical experience in a selected area of specialization in student affairs that supports their professional goals, and will assist them in being prepared to work in a professional student affairs position in a college or university upon graduation. Students may select to focus their experience in: residence life (including conflict resolution and mediation services), housing, career services, student union, student activities, student leadership training and development, recreation and wellness, volunteer services, student judicial affairs, special events, orientation, and professional program student services. Students may elect to complete this phase of their practicum experience at Nova Southeastern University or at another college or university. Prerequisite: CSPA 6130. Offered all terms.

CSPA 6300 - Applied Research & Assessment in Student Affairs I

This course is designed to provide actual experience in designing and conducting an assessment or research project in a student affairs organization. The course is delivered in two 3-credit hours segments. This segment is designed to provide guidance in the conceptualization and writing of a student affairs assessment or research project. Project design topics discussed are: the research process, conceptualizing the project topic and proposal, developing a project proposal

prospectus, and clear and effective writing. At the end of this segment, a project proposal prospectus focused on conducting assessment or research in an actual student affairs organization will be completed. Offered fall.

CSPA 6330 - Applied Research & Assessment in Student Affairs II

This course is designed to provide actual experience in designing and conducting an assessment or research project in a student affairs organization. The course is delivered in two 3-credit hours segments. In this segment the project proposal will be used as a basis to conduct the proposed assessment or research. With the guidance of a faculty member or student affairs administrator, students will conduct the research, analyze the results, and based upon the results, make recommendations related to the research topic to the organization. Students will write a paper that will describe the project, discuss related research and literature, describe the methodology used to collect data, discuss the results of the research, and draw conclusions from the study that lead to recommendations to the organization. Prerequisite: CSPA 6300. Offered winter.

CSPA 6623 – Practicum III

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Program approval required. Prerequisite: CSPA 6130 and CSPA 6160.

CSPA 5509 – Directed Readings in Diversity

This course examines specific aspects of diversity. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

CSPA 5522 – Directed Readings in Multiculturalism

This course examines specific aspects of multiculturalism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

CSPA 6720 – Bridging the Gap from Graduate School to CSA Professional

The course is designed to assist students completing the CSA program in their transition from graduate student/graduate assistant to College Student Affairs professional. The course will focus on career search and career opportunities and dialogue with those in the CSA field. It affords students the further opportunity to enhance their career development.

M.S. in National Security Affairs

NSAM 5001 – Current and Historical Issues

This course is an introductory seminar dealing with current and historical issues in American national security affairs. In the age of globalization and international terrorism it is imperative that we understand the history, topics, and concepts of national security affairs. The pursuit of security involves a wide range of both domestic and international activities that fall under the umbrellas of political, economic, and military relations and procedures. This course examines the history of American security, the workings of the American national security institutions and organizations, cooperative security systems like NATO and the United Nations, international institutions, political violence, terrorism, war, and both domestic and international law on security. On all these topics, this course will emphasize both theoretical and practical issues that will further the student's knowledge of American national security affairs.

NSAM 5002 – Terrorists and Terrorism

This course analyzes terrorism from a number of perspectives including law enforcement (FBI), defense (DOD), and diplomatic (DOS) orientations in order to understand mitigation/prevention, preparedness, response, and recovery measures with regards to counterterrorism and antiterrorism. Individual (lone wolf) and group (Islamist) terrorist mindsets will be examined, as well as international and domestic domains.

NSAM 5003 – National Intelligence Collection

This course examines the work of current and future managers in the federal intelligence and homeland security arenas. Students will be introduced to the various ways in which the social and behavioral sciences inform approaches to intelligence collection and analysis and how these scientific approaches can facilitate the goals of countering terrorism and hostile intelligence service actions. Specifically, the emerging field of "Futuristics" will be explored in this context so that managers can forecast, manage and create preferable future outcomes for their agencies and the nation.

NSAM 5004 – Border Protection and Military Issues

This course is an in-depth analysis of the importance and the difficulties in security measures and tactics used to protect a sovereign nation's borders. Border protection is an essential part of National Security. The threats to domestic populations include drug-smuggling, terrorism, human and arms trafficking, and illegal immigration. Theoretical and applied case studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices of successful border protection.

NSAM 5005 – Research and Evaluation in National Security Affairs

This course provides an in-depth introduction to the fundamental logic and principles of research design, with additional focus areas in critical thinking and analysis. Students will gain familiarity with key concepts in the philosophy of science and current debates over appropriate methods of data collection and analysis of the social sciences. Students will learn the differences between quantitative, qualitative, and mixed-methods research; from here the student will be introduced to the foundations of these approaches and learn what strategies, methods, and techniques are in use. Students will then be expected to formulate a research question, develop a set of hypotheses, develop a strategy for data collection, develop a literature review, and finally to formulate ways to operationalize their study.

NSAM 5006 – Assessment of Credibility – Theory and Implications

Students will explore a broad range of contemporary thought, discussion, and scientific research, relevant to the assessment of credibility with the goal of developing a base of knowledge for the assessment of statements made by, or on behalf of, individuals, groups, political parties, and government, both domestic and foreign. Topics that will be explored include, but are not limited to, the "making and unmaking of ignorance", defining what constitutes a "lie", the ubiquitous nature of lying, the many reasons for lying, and how lying is used in varying contexts by individuals, business, and government.

NSAM 5007 – Leadership in National Security Affairs

This course is designed to assist national security leaders in identifying and developing their leadership style, building effective relationships with critical stakeholders, developing strategies to building effective teams, and enabling leaders and followers to optimize decision-making in the workplace. Students review remarkable leaders, organizations, and teams in order to hone their own observation, sense-making, and innovating skills in a national security setting.

NSAM 5008 - Credibility Assessment: Methods and Implications

This is the second course in the realm of credibility assessment. Students will explore a broad range of issues, thought, discussion, and scientific research, relevant to the actual assessment of credibility using various contemporary methods. Topics that will be explored include, but are not limited to; defining what constitutes a "lie," the ubiquitous nature of lying, nonverbal and verbal cues to deception, non-instrumental forms of lie detection, and instrumental forms of lie detection.

NSAM 5502 – Directed Readings in National Security Affairs

This course examines specific aspects of national security affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5510 – Survey Issues in Criminal Justice

This survey course will review the historical context, theory, policy making, political factors and behavioral influences related to criminal justice policy development as it relates to the organization of the criminal justice system in the United States. This course examines the various components of the criminal justice system, including police, courts, corrections, and the juvenile justice system. The course focuses on the relationship of the criminal justice system to broad political, economic, and social issues. Understanding the working relationship between these system components allows for a greater understanding of how the system works as a whole.

NSAM 5520 – Social Administration in Criminal Justice

The purpose of this course is to examine current strategies and issues related to social justice in the field criminal justice.

NSAM 5521 – Directed Readings in African Studies

This course examines specific aspects related to Africa. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project and any other assignments will be

set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5524 – Directed Readings in African Diaspora

This course examines specific aspects of the African Diaspora. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5528 – Directed Readings in Middle Eastern Studies

This course examines specific aspects related to the Middle East. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5529 – Directed Readings in Caribbean Studies

This course examines specific aspects related to the Caribbean region. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5530 – Legal issues in Criminal Justice

This course examines a variety of legal issues critical to a thorough understanding of the various aspects of the criminal justice system. Students will examine the United States Constitution and its interpretation through court decisions that together have formed the cornerstone of the criminal justice system nationwide. By becoming familiar with this material, it is expected that the student will be able to better predict and prepare to meet fundamental legal problems facing the criminal justice professional, such as: (1) Constitutional restraints on how the criminal justice system handles the investigation of crime; (2) Constitutional restraints on how the criminal justice system satisfies the legal requisites as to an individual's guilt; (3) Constitutional restraints on the punishment imposed.

NSAM 5537 – Directed Readings in Intelligence and Counterintelligence

This course examines specific aspects related to intelligence and counterintelligence as related to national and international security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5538 – Directed Readings in Homeland Security

This course examines specific aspects related to homeland security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be

set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5540 – Program Evaluation in Criminal Justice

This course will provide a fundamental analysis of research and methodology as related to evaluation of criminal justice administration. Included in this course will be an introduction to statistical analysis and the use of current technology.

NSAM 5543 – Directed Readings in Genocide

This course examines specific aspects related to genocide and its causes and impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5550 – Investigative Processes

This course is a masters-level, on-line core course within the Criminal Justice Institute at Nova Southeastern University, Fort Lauderdale, Florida. This course will provide an overview of investigative and crime scene processing theory, research, and practice and its application from the standpoint of criminal investigative personnel and other actors within the criminal justice system. Lecture and case studies will provide a learning environment for understanding and applying investigative processes including fundamentals, crime scene investigation, criminal intelligence and informants, physical evidence, testimonial evidence, documenting the investigation and testifying, crimes against persons, crimes against property, special investigations, and legal considerations.

NSAM 5555 – Directed Readings in International Relations

This course examines specific aspects of world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

NSAM 5650 – Economic Statecraft in National Security Affairs

This course examines the economic strategies employed by states to press other states to follow established agendas. Achieving National Security Policy objectives frequently involves the integrative use of sanctions, embargoes, boycotts, dumping, freezing of assets, strategic materials policies, tariffs, as well as opening of markets, foreign investments, partnerships, and other developmental activities. Economic Statecraft is seen as a peaceful strategy to force countries to negotiate and then build their economy for strategic alignment.

NSAM 6110 – Public Policy and Strategic Planning

This course focuses on the theories and the analysis of public policy including the design, implementation and evaluation of legislation on the local, state, national and international levels. It includes current policy issue analysis emphasis with an emphasis on the role of public policy and strategic planning.

NSAM 6130 - Practicum I: Supervised Field Experience

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Offered all terms.

NSAM 6160 – Practicum II: Supervised Field Experience

This course is a field research project that incorporates classroom knowledge and real world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. This is a continuation of NSAM 6130. Prerequisite: NSAM 6130.

NSAM 6170 - Violence Prevention

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

NSAM 6601 – Special Topics in NSA I

This course introduces a range of topics related to the content areas of existing NSA concentration tracks to give NSA students the opportunity to add further depth to their academic experience. Selected course topics may include special topics in the security studies, terrorism and counter-terrorism, intelligence, military and borders, critical issues, research in national security, and strategic planning.

NSAM 6602 – Special Topics in NSA II

This course continues to deepen students' understanding of a range of topics related to the content areas of existing NSA concentration tracks to give NSA students the opportunity to continue to add further depth to their academic experience. Selected course topics may include special topics in the security studies, terrorism and counter-terrorism, intelligence, military and borders, critical issues, research in national security, and strategic planning.

NSAM 6603 – Special Topics in NSA III

This course continues to deepen students' understanding of a range of topics related to the content areas of existing NSA concentration tracks to give NSA students the opportunity to continue to add further depth to their academic experience. Selected course topics may include special topics in the security studies, terrorism and counter-terrorism, intelligence, military and borders, critical issues, research in national security, and strategic planning.

NSAM 6604 – Special Topics in NSA IV

This course continues to deepen students' understanding of a range of topics related to the content areas of existing NSA concentration tracks to give NSA students the opportunity to continue to add further depth to their academic experience. Selected course topics may include special topics in the security studies, terrorism and counter-terrorism, intelligence, military and borders, critical issues, research in national security, and strategic planning.

NSAM 6607 - Ethnopolitical and Community-Based Conflicts

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve

ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention.

NSAM 6610 - Family Violence: The Effects on Families, Communities and Workplaces

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

NSAM 6616 – Trauma and Violence Global Perspective

This course will look at issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other issues related to regional conflict, and then focus on conflict intervention models. Relief and assistance programs from humanitarian relief, the Red Cross, UN programs, Quaker NGO's, Christian relief efforts, and others will be examined with a focus on trauma intervention as a conflict resolution career option. Discussion will center on how conflict specialists can connect, work with, and influence humanitarian aid efforts, capacity building, democratization efforts, and conflict transformation projects.

NSAM 6619 – Strategic Community Planning

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives.

NSAM 6621 – Introduction to Human Rights Theory and Practice

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches, and universities), and domestic and foreign policies particularly of the U.S. on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection.

NSAM 6624 – Advanced Practicum

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. Offered occasionally.

NSAM 6630 – Foundations of Genocide Studies

This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder. Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination.

NSAM 6632 - Civil Wars and Their Resolution

This course examines the various complexities of violent civil conflict. Using a general survey of the field, supplemented with numerous civil war case studies, students explore the various factors contributing to the outbreak of civil wars, the processes and consequences of such conflict, as well as the variety of methods available for resolution.

NSAM 6633 – International War and Resolution

This course focuses on various aspects of internal war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war.

NSAM 6634 – Metropolitan Conflict

This course will explore historical and theoretical explanations for the different types on conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development.

NSAM 6638 - Conflict and Crisis Management Theory and Practice

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used.

NSAM 6640 – Critical Incidents Response

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies.

NSAM 6641 – Conflict and Crisis Negotiation

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations.

NSAM 6643 – Social Aspects of Terrorism

This course will examine a wide range of different cultures and societies with a special emphasis placed upon political violence. Regions explored are: Basque country, Chechnya, Colombia, Northern Ireland, Palestine, Sri Lanka, and Zimbabwe. Of particular importance are the dimensions of terrorism, trauma, and violence through an understanding of colonialism, discourse, history, material culture, media, rebellion, revolution, and separatism. Additionally, the course will focus upon the causes of 9/11 and the recent fomentation of international terrorism. By exploring the subject of terrorism from an anthropological perspective will demonstrate the complexities and various interpretations concerning the political uses through the appreciation of interdisciplinary analysis.

NSAM 6650 – International negotiation: Principles, Process and Issues

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanation factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.; the strategic and tactical moves of those considered as "key players"; as well as the role of smaller states and non-state actors

NSAM 6651 – Theories of Ethnicity & Nationalism

Theories of Ethnicity and Nationalism: This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism.

NSAM 6654 – Islam, Conflict and Peacemaking

This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building.

NSAM 6659 – Conflict Peace Build in Africa

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.

NSAM 6661 – Middle Eastern Conflict

This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts.

NSAM 6662 – Political Violence

Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence.

NSAM 6670 – Introduction to International Relations and International Issues

This course is an introduction to world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. We will investigate many aspects of international relations such as the dominate theories of international relations, the history of the nation-state, the definition of power, Islamic fundamentalism, terrorism, war, ethnic conflict, political economy, international institutions, transnational organizations, trade, modernization, dependency theory, imperialism, globalization, and the foreign policy of the United States and its impact on the world community. Students are expected to keep up to date with current global events by reading an international newspaper each day and being prepared to connect and apply those current events to the topics covered in class.

Graduate Certificate in Qualitative Research**QRGP 6300 - Foundations of Qualitative Research**

This course introduces students to the epistemological, theoretical, methodological, and procedural foundations of qualitative research. Students will learn common factors qualitative approaches to inquiry share as well as learning the specifics of the major qualitative research methodologies such as generic qualitative description, grounded theory, phenomenology, ethnography, narrative analysis, and discourse

analysis. Students will also be introduced to the variety of professional settings in which qualitative research is utilized including academia, business and organizations, international development, and private consultation. Offered fall.

QRGP 6301 - Qualitative Data Collection

The course provides students an opportunity to learn the basics of qualitative research design with a focus on qualitative data generation, collection, and preparation. Students will learn how to select appropriate research sites, gain access to data sources, design and manage sampling strategies, conduct individual and group interviews, carry out field observations, collect documents, transcribe, and compose field notes. Students will also learn quality control measures such as maintaining research journals and diaries. Offered winter.

QRGP 6302 - Qualitative Data Analysis I

This course covers best practices in generic qualitative, ethnographic, and grounded theory analysis. Students will learn how to conduct within-case and across case analysis, coding and conceptualization, transforming data, and report writing. Students will also learn quality control measures such as constant comparison, member checking, peer debriefing, and conducting audit trails. Offered fall.

QRGP 6303 - Qualitative Data Analysis II

This course covers best practices in phenomenology, narrative inquiry, and discursive analysis. Students will learn how to conduct thematic analyses, phenomenological reduction, creative synthesis, microanalysis, and report writing. Students will also learn quality control measures such as bracketing, epoché, and verisimilitude. Offered winter.

QRGP 6304 - Appraising Qualitative Research

This course covers the appraisal and review of products emanating from qualitative research including papers, articles, posters, grant proposals, books, book prospectus, dissertations, theses, and systematic reviews. Students will learn how to assess the quality of qualitative research products, construct and use criterion-based rubrics, and compose reviews. Students will also serve as ad hoc reviewers for *The Qualitative Report (TQR)*. Offered occasionally.

QRGP 6305 - Qualitative Research Design

This course covers knowledge and skills needed to design a qualitative research study and compose a qualitative research proposal. Students will learn how to construct and justify a qualitative research study, synthesize the relevant research literature, generate discovery-oriented research questions, select sites and samples, create a manageable method including a quality control system, address ethical issues, and discuss potential implications and limitations. Students will compose their own qualitative research proposals and Institutional Review Board for the Protection of Human Subjects (IRB) protocols and consent forms. Offered summer.

QRGP 6306 - Conducting Qualitative Research I

This course covers the activities involved in the initiation of a qualitative research study. Students will start the study they proposed in QRGP 6305 Qualitative Research Design. Offered occasionally.

QRGP 6307 - Conducting Qualitative Research II

This course covers the activities involved in the culmination of a qualitative research study. Students will complete the study they proposed in QRGP 6305 Qualitative

Research Design and started in QRG 6306 Conducting Qualitative Research I. Offered occasionally.

QRGP 6308 - Writing Qualitative Research

Students will learn how to write up their qualitative research inquiries from the earliest steps of their studies through the manuscript submission process using writing and representational styles consistent with their research design and purpose. To this end, students will produce their own original qualitative research papers that incorporate the basic elements of qualitative research reports and best practices for communicating their methodological choices and research findings in transparent and coherent prose. Students will also learn how to evaluate the quality of their compositions and revise their drafts via the use of rubrics and manuscript checklists. While it is not necessary that other Qualitative Research courses have been taken in the Certificate Program, it is a requirement that you have conducted your own research – this course will assist writing up results of a qualitative study. Offered occasionally.

College Student Personnel Administration

CSPA 5001 - The 21st Century College Student

An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored. Offered fall.

CSPA 5002 - Current Issues and Trends in Higher Education

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed. Offered winter.

CSPA 5003 - The College Student and the Law

Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct. Offered summer.

CSPA 5004 - Administration in College Student Personnel Work

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, internal and external governing bodies. An interactive course design will allow for "hands-on" practical applications and the development of well-grounded practitioners. Offered fall.

CSPA 5006 - Student and Adult Development in College

This course will focus on developing an understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. Issues

related to adult student development in the college setting will also be explored. Student development theories, research and current practices related to student development will be presented. Offered winter.

CSPA 5040 - Human Factors

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

CSPA 5100 - Mediation Theory and Practice

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. Prerequisite: CSPA 5040. Offered fall and winter.

CSPA 6130 - Practicum I

This supervised practicum experience offers students the opportunity to explore a breadth of student affairs functions thereby gaining exposure, knowledge and experience in the variety of services and programs that make up a college/university division of student affairs. Students may select to generally explore all of the functional departments within the division, or select specific functions they wish to learn more about: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs, and the office of the dean of students. By experiencing the "big picture" of the functions, programs and services of the division of student affairs, students will have the opportunity to be exposed to the numerous professional positions and opportunities available to them upon graduation. Offered all terms.

Family Systems Health Care

FSHC 5000 – Family Systems Health Care I

Students receive an orientation to the field of family systems in health care that focuses on the biopsychosocial model for understanding health care issues for patients, families, medical professionals, and health care providers. An in-depth study of relationship and clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, beliefs, and specific chronic, debilitating, and terminal diseases upon the experience of illness. The biopsychosocial issues surrounding specific medical conditions throughout the life cycle will be presented. Offered fall term.

FSHC 5010 – Family Systems Health Care II

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss, will be reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. Offered winter term.

FSHC 5100 – External Practicum I - Family Systems Health Care

A clinical practicum focusing on the transdisciplinary practice of family systems and therapy in health care settings will be offered with field placements in hospitals, medical schools, community clinics, and specialist's offices. This practicum is for one term. Prerequisites: FSHC 5000, FSHC 5010. Offered each term.

FSHC 5110 – External Practicum II - Family Systems Health Care

A continuation of Practicum I with a focus on advancing and refining relationship, clinical, and collaborative skills will enhance the integration and collaboration of health care systems within medical settings. This practicum is for one term. Prerequisite: FSHC 5000, 5010, and 5100. Offered each term.

FSHC 5300 – Integration and Collaboration Among Health Care Systems

This course is an introduction to health care delivery systems through an investigation of medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices, and private practices. Alternative approaches to health care will also be addressed. Offered summer term.

FSHC 5500 - Politics and Economics of Health Care Systems

An overview of the history of medicine will be presented to give students an understanding of how social and political changes affect medical care. Current issues in the health care field will be discussed, such as the growth in managed care companies, proposed nationalized health care, patient/physician/health care system relationships, and the rise in malpractice litigation. The potential roles of a Family Systems Health Care professional within these complex systems will be presented. Offered fall term.

FSHC 6400 - Understanding Human Systems in Health Care Settings

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene utilizing principles at both macro and micro levels of operation. Offered winter term.

IMPORTANT TELEPHONE NUMBERS and Web Sites

Graduate School of Humanities & Social Sciences	
Main Reception	(954) 262-3000
Toll Free Number	(800) 541-6682, ext. 3000
Fax Line	(954) 262-3968
Email Address	shss@nsu.nova.edu
Website	http://shss.nova.edu
Admissions	(954) 262-3006
Brief Therapy Institute	(954) 262-3030
Community Resolution Services	(954) 262-4237
SHSS Student Association	(954) 262-3013 Email: shsssa@nsu.nova.edu
Scholarships Website	http://shss.nova.edu/SFSP
Career Development Program	http://shss.nova.edu/CDP
Registrar's Office	
Main Number	(954) 262-7200
Fax Number	(954) 262-7265
Toll Free Number	(800) 541-6682 ext 7200
International Student's Office	(954) 262-7240
Website	http://www.nova.edu/cwis/registrar

Financial Aid	
Main Number	(954) 262-3380
Fax Number	(954) 262-3966
Toll Free Number	(800) 541-6682 ext 3380
Website	http://www.nova.edu/cwis/finaid/

Bursar's Office	
Main Number	(954) 262-5200
Fax Number	(954) 262-5203
Toll Free Number	(800) 541-6682 ext 5200
Website	http://www.nova.edu/cwis/bursar/

Residential Life (On-campus Housing)	
Main Number	(954) 262-7052
Fax Number	(954) 262-3812
Toll Free Number	(800) 541-6682 ext 7052
Website	http://www.nova.edu/cwis/reslife/

NSU Bookstore	
Main Number	(954) 262-4750
Fax Number	(954) 262-4759
Toll Free Number	(800) 509-2665
Website	http://nsubooks.bkstore.com/

NSU's 17 CENTERS, COLLEGES, AND SCHOOLS

- Center for Psychological Studies
- College of Dental Medicine
- College of Health Care Sciences
- College of Medical Sciences
- College of Nursing
- College of Optometry
- College of Osteopathic Medicine
- College of Pharmacy
- Farquhar College of Arts & Sciences
- Fischler Graduate School of Education and Human Services
- Graduate School of Computer and Information Sciences
- Graduate School of Humanities & Social Sciences
- H. Wayne Huizenga Graduate School of Business and Entrepreneurship
- Mailman Segal Institute for Early Childhood Studies
- Oceanographic Center
- Shepard Broad Law Center
- University School

PROVISIONS

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The university further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the university. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected. An official transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

*Catalog is updated periodically online.